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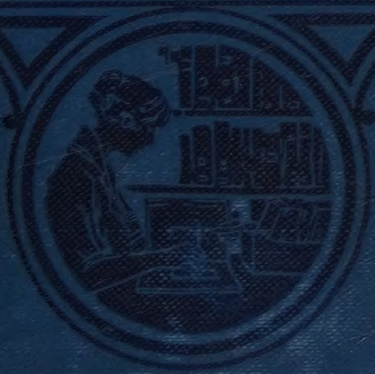

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LIBRARY WORK AS A CAREER

BY

J. H. FRIEDEL, M.A.

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8 ILLUSTRATIONS

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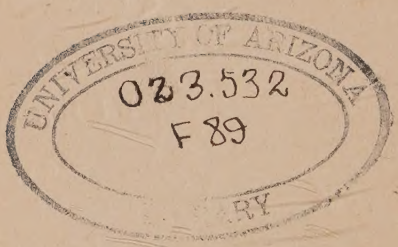

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INTRODUCTORY NOTE

JUST now, when conditions are right for rapid library extension in the United States, there is a shortage of librarians. A large city library recently reported more than two hundred vacancies on its staff. Other libraries, large and small, are suffering from similar conditions. Positions ranging in salary from $1500 to $3000 have been vacant for months because of the difficulty in finding the right person for each position. Directors of library schools are overwhelmed with requests for trained people to fill vacancies in all parts of the country.

This is discouraging to library progress. The town, city, county or industry about to establish a library loses interest when it learns that a library in a neighboring community has been without a librarian for several weeks or has been forced to engage an inexperienced, untrained substitute. The

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large library, having experienced the difficulty of keeping present departments adequately manned, hesitates to launch new features which will require additional expert direction.

Yet the need and opportunity for library extension probably never were so great. There are many thousands of young men who entered the army at high school or college age who will not return to the classroom, but who will read and study if books are made easily available. Many of them acquired or developed a reading habit in the camp libraries.

Men and women everywhere, because of the changing world conditions, are interested as never before in world problems, in history, government, politics and sociology. The foreign-born population, always interested, is now being stimulated by the Americanization movement in all its phases to learn not only the English language, but something of American political, social and cultural ideals, history and traditions.

A book publisher says there is "a positive hunger for books" which cannot be adequately supplied through existing libraries and other book distributing agencies.

The daily correspondence of the American Library Association shows an increasing interest in books and in the establishment of libraries in parts of the country which have previously given little thought to these matters.

This book is written by one who knows of the opportunities for library development and who realizes the necessity for more library workers.

It describes the different kinds of libraries from the standpoint of the prospective librarian, giving facts that will be useful to anyone who contemplates entering this profession. So far as I know, it is the only book which treats librarianship from this standpoint.

Experienced librarians will find in this book some useful tabulations and lists and interesting discussions of various types of

libraries. They will also (inevitably) find some expressions of opinion with which they do not agree.

But it may be hoped that it will reach thousands of young men and women, and that through it many of them will be induced to choose librarianship as a profession—a profession that combines business, scholarship, education and social service; a profession which pays a living wage and offers an opportunity for real service.

CARL H. MILAM.

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TRAINING FOR LIBRARIANSHIP

CHAPTER I

Librarianship as a Profession

In the past the belief was common that training for librarianship was not possible. "Custos librorum nascitur, non fit," the saying ran,—the librarian is born, not made. It was not strange that such an attitude should exist and that it should persist. Librarianship, as modern librarianship is understood and practised, had not yet won its spurs. Libraries were regarded solely as tools of the scholar, and the librarian, himself, was frequently a scholar of no mean reputation. Libraries existed primarily for those who thought things; they did not plan to serve, as they do to-day, the man or woman who makes things and does things. Furthermore, those phases of library

work which we may refer to as the social service of the modern library—such as work with physically and mentally defective, the delinquent, the unskilled, the untrained, the alien, and which have been America's great contribution, were not yet thought of; they are in the main developments of the last twenty years. Scientific method in the library was yet in its infancy. Library schools for the systematic training of librarians and their assistants were unknown. Librarianship had not yet won recognition as a profession.

All this has undergone change. In the United States occasionally, and abroad more often, the voice of the past is still heard, but it is heard less frequently. In 1903 the great English librarian, James Duff Brown, in describing the qualifications for librarianship, stated that " Like the prominent members of every other trade, profession or branch of learning, good librarians are born, not made. No amount of training or experience will create such natural gifts as enthusiasm, originality, initiative and positive genius for the

work." Yet even he was forced to add the reservation, " But training in sound methods will help to provide a passable substitute for natural aptitude." Between 1903, when this was written, and 1919, opinion in England had undergone considerable change; this is evident from the fact that in September, 1919, the School of Librarianship, the first library training school of its kind in Great Britain, was established at the University of London.

Preparation for library work may be attained through self-education, through apprenticeship training, through experience in a library, through attendance at summer school, evening, or other special courses at an existing school or university, or through attendance at one of the library schools. Certain qualities which predispose one for the work may be inborn, such as love of children in one planning to pursue library work with children; but whatever the individual natural talents possessed, training itself is indispensable. Effective work in any library to-day is predicated on intimate knowledge of

library science, on skill and special information which can best be obtained through proper training.

When Thomas Edison was asked not long ago whether invention could be taught, he replied that it could. This incident typifies the modern conception of scientific research as contrasted with the attitude of the last century toward invention. In the same way, the attitude toward training for librarianship of the librarian of the past and the librarian of to-day may be taken as one of the outstanding differences between the old librarianship and the new. Men born with a natural genius for any particular vocation are few; even with them genius is little more than aptitude for hard work. The many must and always will have to submit to preparation and special training for their life work. Fortunately librarianship is a profession calling for qualities and aptitudes so various as to open it to many differing types of persons, and also to both men and women.

What is the worker in the modern library called upon to do, and why is special training

needed for his work? The question is quite obvious and demands answer. The ordinary person in any of our larger cities who uses his public library knows that certain processes or necessary formalities must be gone through before he can borrow a volume for home reading. A card catalog must be consulted to see if the book in question is in the library; if it is, its book number must be secured so that it can be located. Sometimes a slip must be filled out before it can be brought. The reader's right to borrow must be determined. If he already has a borrower's card this step is unnecessary, since it is evidence of his agreement to comply with the rules of the library and also of his right to borrow. But even so his card must be stamped, and the date his book is taken or the date it will become due indicated. All these steps are familiar to anyone who has used his public library. They are but outer evidences of the machinery underneath.

The mechanics of librarianship is quite complex; yet a thorough intimacy with it is fundamental to intelligent work in the

library. Books must be selected, bought and made accessible; records of various kinds must be kept, methods learned or thought out and applied; problems of shelving, listing, classification, cataloging, indexing, and filing must be met; bibliographies and reading lists must be prepared and questions of various kinds answered. In addition there are problems of maintenance and routine—equipment to be purchased, building questions to be studied, meetings of library committees or boards of trustees to be arranged, funds to be raised or invested, methods for attracting readers to be devised and proper service given them when they come. Furthermore, there are the many questions arising out of the employment and proper management of a staff. These items are, however, only suggestive and the list might be much extended, but they serve to indicate the wide variety, intricacy, and technical nature of the problems encountered.

For librarianship is not a dead work. It calls for executive ability, and for the display of those qualities that make for success in

business. It calls for a wide fund of information and the ability to marshal facts as well as to manage persons. The world of print is the librarian's domain, and he must not only really know, but his knowledge must be of extended and orderly character so as to be capable of easy and systematic presentation to another. A logical mind, a sense of order, and a fairly retentive memory are therefore essential.

A librarian has been defined as " one who earns his living by attending to the wants of those for whose use the library exists; his primary duty being, in the widest sense of the phrase, to save the time of those who seek his services." The librarian is thus in a sense a social service worker as well as an efficiency engineer, and his work, as we shall see, calls for activities and attitudes of mind common to both of these. In the public library, the librarian is in charge of a public service the significance and value of which is being recognized in ever-increasing degree. In the business library he is the firm's consulting analyst in the use of print. He must have

a wide knowledge of available sources of information whether books, pamphlets, newspapers, magazines, institutions or individuals. The librarian is everywhere a recognized intellectual guide, and clearly, before one can guide, one must know. Knowledge is power, and to the man or woman who knows, the world of opportunity is open. The community, like the corporation, is only too eager to employ such persons, and the more they know the greater is their value and the better the salaries they can command.

Besides possessing administrative ability, sound common sense, a liberal and open mind, knowledge and zeal in the advancement of learning, the librarian must be courteous and tactful, willing to aid every inquirer no matter how learned or ignorant. Patience and ability to apply himself to a task until it is completed are valuable qualities to possess; the apathetic and those of uneven temper will not succeed in the work. In the past the belief has at times prevailed that the library was a sinecure which one incapacitated by accident or other infirmity, too old,

or incapable of other work, might fill competently. This idea is occasionally though infrequently, met with to-day, but it is a passing view. Good health and an alert mind it is realized more and more are fundamental.

In special types of libraries special qualifications may be required, but in general, the man or woman of good physical and mental health, of good character and possessed of business capacity, well read, of good education and with a sense of scholarship, has the foundations for the profitable pursuit of training for librarianship.

CHAPTER II

The Technical and Administrative Work of a Library

The work of any library falls naturally into two parts. The first of these may be referred to as the technical work of the library; it is concerned with the preparation of printed and other literary matter for use. The second of these may be referred to as the social, special or personal work of the library; it is concerned with the actual use of the library materials and information resources. Clearly before materials can be used, they must be organized for use.

A knowledge of the mechanics of librarianship is fundamental to effective work in any library. For the capable assistant familiarity with the underlying aspects of library science and practice is advisable; for the library executive it is indispensable. An intimate understanding of the mechanics of engineering is assumed in the engineer, so a

thorough knowledge of the mechanics of librarianship is to be expected of the true librarian.

The technical work of a library covers such activities as book selection, ordering, accessioning, classification, cataloging, indexing and filing. While practice in different libraries may vary, the principles upon which the technical work of the library rests are fairly well determined.

In the past development of the collections of a library was a somewhat haphazard process. Number of volumes was a dominant consideration. Conditions to-day are different, and as time goes on it may be safely assumed that greater attention will have to be paid to the selection and ordering of library material. It is quite evident that the printing press plays a very prominent part in our daily life. It must also be apparent that the amount of printed matter that is continually being turned out by the printing presses is so great, and is increasing at such a pace, that no library can reasonably expect to secure and house it all.

The selection and ordering of material thus comes to be a most important part in the work of any library. It must be done intelligently, with definite understanding of the library's needs and with a knowledge of book content and book values. Since space on the shelves must be regarded as at a premium, books and other material contemplated for purchase must be considered both with respect to the need of the library and its patrons. Will the item duplicate, supplement or extend the library collections? To decide this some idea of its content as of that of the material already in possession of the library is required. In addition, familiarity with book prices, discounts, conditions in the book trade, a knowledge of what to buy, and when and where, are essential. Auction and second-hand catalogs must be studied, bids made, correspondence conducted. Orders must be placed, gifts acknowledged, sale or exchange of duplicates arranged, and records of all transactions kept.

In the smaller library, the librarian is of necessity required not only to supervise but

to carry out most of the functions of the library. In the larger library, departmentalization and, therefore, specialization are possible. Thus, in the larger library, some of the departments generally met with are: administrative, order, catalog, circulation, bindery, newspaper, reference and special libraries. Whether executed by an individual or by a department, the functions described below pertain to all libraries, and in their major aspects are alike for both small and large libraries.

The order department in a library is responsible for the order and purchase of books. Good business sense is preëminently necessary for satisfactory work in it.

The best for the least in the quickest time is the cardinal principle in all library purchasing. Books required immediately will of necessity be purchased at once if in print, but where the element of time is of little consequence it may be more advisable to wait until purchase at auction, second-hand or publisher's remainder price is possible. Such prices are frequently considerably lower than

the original. Better prices can be secured on quantity purchases; consequently, where several copies of a single work are required, it is best to order these at one time. Buying through a local dealer presents at times advantages in service and in price. Where dealing through a local bookseller is, however, unsatisfactory, resort may be had to dealers in the various book centers. Whatever the method pursued, it must ever be remembered that the first task of a library, if it wishes to serve and exert a beneficial influence on its community, is to select its books carefully.

In the selection of books, no one person's judgment can be the sole guide. Competent reviews, digests and abstracts may prove helpful, but reference may also be had to the opinions or advice of specialists. Certain publications also serve as a direct help. Among these may be mentioned the *Publishers' Weekly,* which notes all current American publications, the *Publishers' Trade List Annual,* which notes publications in print, the *Cumulative Book Index,* which notes books as they appear from month to

month, and the *Book Review Digest,* which quotes from the better reviews. The *United States Catalog* and the American Library Association monthly *Booklist* of titles for small libraries are also helpful. In addition certain libraries issue regularly lists or reviews of books. The National Industrial Conference Board, for example, issues an annual book review of the more significant literature on industrial economics prepared by its librarian. The Insurance Library Association of Boston issues a quarterly *Bulletin* devoted to literature of fire insurance. The librarian of the National Safety Council reviews books in the field of safety in one of the regular publications of the Council. Furthermore, many of the larger libraries issue lists of additions to their particular collections; these lists are frequently used by other libraries as guides in making purchases. In addition, many leading magazines of an educational and scientific character contain reviews of new books by competent persons; these reviews are most useful aids in deciding what to buy.

The selection of books is of little avail if proper methods in ordering and subsequent care are not pursued. In many libraries an order-record, noting outstanding orders, and an accession-record, noting chronologically books in order of receipt, are kept. The accession-record gives the complete record of a book from the time of its receipt in the library to the time of its withdrawal; such a record gives also the number of volumes in any library.

In order that the use of books may be facilitated, they must be grouped in some systematic manner. Such classification is best accomplished by bringing books on the same or similar subjects together. Were books arranged simply in accordance with their order of accession or receipt, there would be no definite relation among them. To use them would require scanning every shelf. To separate books, papers or other library materials, such as pamphlets, newspaper clippings, manuscripts or maps, according to their likeness or unlikeness, is obviously to take the first step to ease and

speed in use. Classification according to color, size, author, date of publication, name of publishers, language, etc., is possible, but since most persons are interested in the subject of a book, classification by subject is most frequently met with in libraries. Several standard schemes of classification which have been widely employed in libraries now exist. Among these the Dewey Decimal, the Library of Congress, the Expansive and the Adjustable classifications may be mentioned. The last-named is to be found mainly in English libraries. The Dewey Decimal classification, prepared by Melvil Dewey, has been adopted in over half of the libraries of the United States. It divides all knowledge into ten broad classes, each class being subdivided into ten subclasses, and so on. This principle of subdivision by tens gives the classification its name. Many variations of these standard classification schemes exist.

Satisfactory as are these standard schemes when applied to general collections, they are not as completely satisfactory when applied to special collections. The scope here is con-

siderably limited and the interest more intensive. Consequently in many special libraries classification schemes suited to the particular collections are used. Thorough familiarity with the field to be covered and a knowledge of the inter-relations of the subjects involved are absolutely essential in the making of any classification. In any scheme of classification, logical order of arrangement is required. The division into groups or classes must be scientific; there must be a definite relation between one section or topic and another and between each and the whole.

A good classification should be clear, definite, logical and sufficiently minute to meet the library's needs. It should have a system of notation for indicating classes and subclasses that provides for indefinite subdivision. It should be so arranged that under each main group or class, divisions are arranged in descending order of importance. While subjects and parts of subjects may be closely correlated, the aim of any classification is to bring like material together; diffu-

sion and duplication have no place in scientific classification. Furthermore, a classification to be usable requires an adequate index.

After a book has been classified, the next step is that of assigning a book mark to it; this book mark determines the place and order of the volume on the shelves. It consists of two parts, one to denote the classification of the book, the other to indicate its order on the shelves. This book mark serves as a means of identifying the book when wanted by any reader calling for it It is also referred to as the " call number."

The catalog is perhaps the most important working tool in the library. Upon it depends in large measure the ease with which the library is used. A good catalog may cover faults in classification and in other directions and a bad catalog, conversely, may undo all the good work which has been done in other directions. A catalog is a list of books, magazines, pamphlets and other material in the library. Such a list may be written, typewritten or printed, on single cards or in a

bound volume. It may contain under each entry merely the name of the author and title, or it may contain descriptive matter such as the number of pages, size of item, name of the publisher, date and place of imprint, or notes descriptive of the content or critically appraising the value of the book. The card catalog is to-day almost universally employed, the cards being arranged in drawers alphabetically from front to back and the drawers being labeled on the outside to indicate between what words or letters their contents run. The cards in the catalog are intended as a rule, to answer three types of questions: What book or books by a given *author* are there in the library? Who is the author of a given *title?* What books on a given *subject* are there in the library?

Three types of catalogs may be employed —the accession-record which is a chronological list of volumes in order of addition, the shelf list which is a record of the books in the order in which they stand on the shelves and the catalog in which the volumes are generally listed alphabetically as in a diction-

ary by author, subject and title. The first two, the accession list and the shelf list where used, are mainly to aid the library assistants; the third, the catalog proper, is the one with which the public comes most commonly in contact.

Inasmuch as the catalog is an index of the contents of the library, either on any subject or on all subjects, it is important that it be complete, accessible and easy to use.

In the preparation of any catalog a certain amount of foresight must be used, since obviously it is being prepared for the use of a large body of persons who may have recourse to the library but who themselves have no knowledge of library technic. The ability to visualize the work from another's standpoint, to put oneself in another's place, thus comes to be essential. A good cataloger will not only be able to see her work from the point of view of the general public, but also from that of the other library assistants who are required to use the catalog. A sympathetic understanding of others and an intimate knowledge of her craft are the prime

needs of the cataloger. The catalog is the key to the resources of the library; hence, she who is charged with its making should understand the mechanics of librarianship without having a mind that is narrowly mechanical. Accuracy is another fundamental requirement; a slipshod and careless person should not undertake the work. Wide general information and familiarity with languages are invaluable assets.

The material having been secured, classified and cataloged, the next task is to see that it is used. This phase of the work falls under the head of reference work and circulation work; in large libraries each forms a major part of the activities pursued and each is regarded as an important department.

A necessary part of the work of any library is to be able to advise where information on a given subject can be found. This branch of administration concerned with assisting readers to use the resources of the library is called reference work. It is the duty of the reference librarian to aid readers in their search for information, to bring book and

The printed page carries its message just as effectively whether it be housed in the home of the millionaire and bound in expensive leathers or whether it be kept in a crude wooden case by the work-bench.

reader together, to prepare special reading lists or bibliographies on topics of interest and in general to develop the use of the library resources within the building just as the circulation department is concerned with the same function outside the building. "The right book to the right person at the right time" must be the ideal. Good education, wide reading, intensive familiarity with printed materials, a good memory and facility in the use of reference books and indexes of various kinds is essential. Added to this an innate sense of courtesy and a desire to be of help to those who use the library are required.

The head of the circulation department should likewise have an intimate understanding of people and of books. Inasmuch as she and her assistants stand most directly between the books and those who will use them, their duty above all else is to bring both books and readers together; statistics of circulation should thus be looked upon as specific instances of service rather than as indications of mere turnover of books. The head

of the circulation department is actually in charge of one of the strategic branches of the library service. Hence her aim should be to infuse in every assistant a desire to be helpful and to increase the use of the library. By direction and by example she should instil high standards of treatment of the public; beyond this she should inspire in her assistants not only a willingness to learn but also to serve those for whom the library exists. Since the circulation and reference departments are most closely in contact with the public and are in greatest degree responsible for the opinion which users of the library form of it, personality and knowledge should be, and generally are, dominant considerations in appointments in these departments. The ability to delegate authority, to direct others, to teach them to be helpful, while setting an example in helpfulness, are desirable characteristics in any department head. Since circulation work involves the issue of books for use outside the building, some record must be kept to indicate in whose possession any given book outside the library is.

Such systems of record-keeping are called charging systems; two standard systems, the Browne and the Newark are widely used. Various modifications of these exist. Accuracy is, of course, the prime need in circulation record-keeping.

Added to what has already been said, the modern librarian must know something of the proper care of books. To secure the maximum use of a book is as much an art as aiding in its widest usefulness. To prolong the life of a book it must be properly handled and also properly bound. In addition to rough usage certain avoidable conditions, such as those due to gas fumes, dust, excessive moisture or dry heat, are injurious to books. Modern leather bindings, for example, are known to dry out, crack and decay more rapidly when left on the shelves untouched, than when subjected to everyday usage. While actual binding may be left to a special library department or may be turned over to a competent person outside the library, a more or less intimate knowledge of

the essentials of good binding should be possessed by the librarian.

The care of the shelves, like the care of books, presents an important problem. In large libraries the shelf department is charged with supervision of the shelves; in small libraries this work of necessity devolves on the librarian and the immediate assistants. The task here is to see that books are in their proper place on the shelves to be available when wanted, to obtain them on demand and replace them when no longer in use, to take the annual or other inventory of the books in the library, and to see that the books and shelves are properly labeled and free from dust.

Other duties such as those relating to the proper planning and care of library buildings and the more detailed management of a library, important as they are in the equipment and training of the librarian, need not be touched upon here. They are covered in general in the manuals of library economy and are made subjects of study in the library schools.

In the organization of a library, whether public, industrial or other, the obvious first step is the selection of a librarian. Without an executive head no library can function properly; indeed, good management in any library, as in any business, is more important then perfect equipment. A proper expenditure of money may easily enable the duplication of machinery, tools, furniture and books, but money alone can never build up a spirit of teamwork, or loyalty to those in charge.

It is common in most public and in many special libraries to have either a board of trustees or a library committee as an advisory or supervisory body. The position of the trustee corresponds in many respects to that of a member of the board of directors of a business concern. Small boards and committees are generally regarded as best, but in public libraries, particularly in the larger cities, large boards make possible the representation of the different elements, sections or races in the community and thereby facilitate the selection of a well-balanced body.

Terms of office vary, the usual practice being to divide the board of trustees into groups, and retiring one group, or a specified number of members, each year. In general, the terms of office are so arranged as to secure stability without stagnation.

The duties of trustees are to raise and manage the funds of the library, to invest these properly, to supervise expenditures, to determine the broad policy of the library, its relationship to those whom it serves as well as its administrative policy as regards employees, to supervise broadly the choice and purchase of books, to study the work of other libraries with a view to modifying, correcting and improving the work of their own library, to select the librarian and aid him in every manner in the performance of his duties. They should give the librarian the benefit of their business experience in organizing his staff and in solving any major problems that may be presented to them; they should make the community feel that the administration is good and that the library is managed for the benefit of those for whom it is established.

Obviously the trustees are responsible for the administrative policy of the library, the librarian being their executive agent to carry out their wishes thoroughly, cheerfully and promptly. If they have a trained and experienced librarian, who is tactful, energetic and possessed of executive ability, they will do well to leave the management of the library to him and aid him only in so far as this will lighten his work. If the librarian is a failure, their obvious duty is to select a more competent person.

A library trustee should be of sound character, possessed of good judgment and common sense, public spirited and with a capacity for work. He should represent fairly the best in the community. Good literary taste is helpful, but inasmuch as the trustee's function is mainly administrative, the qualifications that make for a successful administrator must determine his fitness and selection.

Upon the board of trustees and upon the library committee rests the responsibility of seeing that the library is a paying business, that its influence and service is wide and as

thorough as circumstances will permit. The competent person will naturally not regard his office as a sinecure. While the trustee should not, on the one hand, be regarded as a figurehead, he should not on the other act as a dictator in library policy. Teamwork should rather be the aim, with the librarian regarded as the manager or executive officer and the board of trustees as the ultimate court of appeal.

No matter how good a collection of books, how beautifully it is housed or how plentiful the funds for its maintenance, all is of little avail if the right persons are not chosen and if the proper spirit does not prevail. Boards of trustees and city councillors are at times prone to accept appearances for realities, but while the librarian may fool a trustee or a board of trustees, a city official or a group of officials, it is doubtful whether any librarian fools for any extended period a large part of the public or of his assistants. When librarians comment on the apathy of the public in their city as regards the library, or where a business librarian blames department heads

or office employees for their apparent unwillingness to use the library, the fault is as often with the librarian as it is with those outside. The sole justification for any library is its use. A few books in the hands of an intelligent assistant are far better than a large collection poorly handled.

Different positions entail different qualifications, but in every instance the responsibility rests with the librarian of seeing that each employee is placed in the position for which he is best qualified, that the person must be made to fit the job and not the job the person. Every library should aim within reasonable limits to provide its staff with every opportunity for self-improvement. In many libraries lectures for the staff and study classes are in vogue.

Hitherto but slight attention has been given to the human side of library administration. Yet the rapid growth of libraries with their increasing personnel points clearly to the fact that librarians will have to give increasing thought to their labor problem. The fact that trade unions among library

workers have been formed in such cities as New York, Baltimore and Boston, is direct evidence that the situation demands attention. Labor turnover has in many libraries been excessively high and has resulted in much economic loss; practically no attention has been paid to this phase. Librarians of the past have been so absorbed in the technical problems of management and in making the library a living, vital force in the community, that the human engineering problem arising out of the employment relation has of necessity come in for only secondary consideration. Certainly in the larger libraries this situation is rapidly changing, but it is evident that librarians, like other managers, must study and train themselves for handling the problems of employment.

CHAPTER III

The Public Library

Twenty thousand public libraries are to be found in the United States. Not a state exists that does not have its quota of them. In Massachusetts, for example, every town, except one, has a public library; the solitary exception joins with another town in supporting a library which its residents may use. In some states the public library has been comparatively less developed, but the efforts of the state library commissions and the various library associations, and educational authorities promise an unusual development in the number of libraries in the next few years.

The public library is everywhere recognized to-day as having a place side by side with the school. It has been called "the people's university;" it is also being recognized as a most effective agency in training for democracy.

National welfare rests on an intelligent citizenship. Those countries whose people are best educated are not only the most prosperous but the best governed. In the United States attendance at some school is obligatory during minority. Each future citizen may thus learn at least to read and write. In addition many cities maintain schools for older persons in which attendance is optional. In this way each potential citizen is given the opportunity of an education, and of laying the foundation for self-development and for becoming a useful member of the community.

Yet, every year, about a million fourteen-year-old children leave school, having completed no more than the fifth or sixth grade. In addition, the large number of foreign-born in the United States creates a problem which must be met. The tendency is therefore to go beyond the mere establishment of schools and to create at public expense a means for adult self-education. This means is the public library. In it are to be found collections of books and other printed materials available

without charge to the public for reference or for home reading. The public library is thus an essential part of a broad educational system and a preparatory school for service to and efficient living within the state. A community without a good public library is an indication of lack of civic consciousness and pride. It is as disparaging as being without a good public school. The lack of either is not conducive to high civic idealism.

Between the school and the library as educational forces there is a definite distinction. In the school, study is pursued more or less under the will and guidance of the teacher. Reading is done as an assignment. Authority looms large in the public school. In the public library, on the other hand, study and reading are carried on voluntarily, and, whether for pleasure or for profit, the motive emanates from the individual and not from any outside force. It is apparent that such reading and study have a more definite influence on character and ideals. But voluntary reading may not result in the wisest selection of material, hence the need in the

public library of competent direction in the choice and use of literature.

The influence of good books cannot be overestimated. "A good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life," said Milton, and Carlyle pointed out truly enough that "All that mankind has done, thought, gained or been, —it is lying as in magic preservation in the pages of books." Yet everyone familiar with books knows with Emerson that "Books are the best of things well used; abused, among the worst," and with Thoreau: "Books that are books are all that you want, and there are but half a dozen in any thousand."

A leaflet issued by the Davenport (Iowa) Public Library entitled, "I Am the Public Library," thus summarizes what the public library is and stands for:

"I am the storehouse of knowledge in this city.

"I am opportunity.

"I am the continuation school for all.

"I hold within myself the desires, hopes, theories, philosophies, impressions, doctrines, culture, attainments, experience, and science of all ages.

"I am a house of wisdom and an institution of happiness.

"I am supported by the people for the people.

"I offer the opportunity to know all there is to know about your work.

"I am for those who would enjoy fiction, poetry, philosophy, biography, or learn more about business, trade and science.

"I have books for all tastes and needs and creeds.

"I am free to the public to profit from and enjoy.

"I am in the care of courteous attendants, whose duty is to help you to profit from me.

"I open my doors as great public mental recreation ground for your leisure hours."

The public library serves a most useful function in collecting, housing and making

available for use wholesome, useful literature. It supplies the community with a place for mental recreation very much as the public parks and playgrounds of the city supply a place for physical recreation. To the great masses of people the public library offers always a ready welcome and an opportunity to escape from their daily tedium into a world of romance and adventure, which, though it be unreal and temporary, yet supplies that pleasure and mental exhilaration which the individual craves. It aims to supply reading matter and, through wise selection of books and personal guidance, to develop a taste for good literature. In 1918 the public libraries of the United States circulated over 200,000,000 books for home reading. The New York (City) Public Library in 1918, through its various branches, loaned over 10,700,000 books, the Boston Public Library over 2,000,000. The public libraries of the state of Massachusetts combined circulated for home use in 1918 over 15,000,000 volumes.

All this must indicate that the public

library exercises no small influence. The Special Report of the U. S. Bureau of Education on "Public Libraries in the United States" prepared in 1876 stated that "The influence of the librarian as an educator is rarely estimated by outside observers, and probably seldom fully realized even by himself. Performing his duties independently of direct control as to their details, usually selecting the books that are to be purchased by the library and read by its patrons, often advising individual readers as to a proper course of reading and placing in their hands the books they are to read, and pursuing his own methods of administration generally without reference, to those in use elsewhere, the librarian has silently, almost unconsciously, gained ascendancy over the habits of thought and literary tastes of a multitude of readers, who find in the public library their only means of intellectual improvement. That educators should be able to know the direction and gauge the extent and results of this potential influence, and that librarians should not only understand their primary

duties as purveyors of literary supplies to the people, but also realize their high privileges and responsibilities as teachers, are matters of great import to the interests of public education."

To-day librarians are not only studying their administrative problems together and profiting by each other's experiments, but are working hand in hand with educators and others studying how still better to serve the community.

CHAPTER IV

The Social and Special Work of the Public Library

As the work of the public librarian of the past consisted mainly in the collection and housing of books and kindred material, so the librarian of to-day is concerned mainly with the use of his collections. Inasmuch as no library, whether public or private, can expect to gather and preserve the vast amount of material that exists or that pours from the printing presses continually, the public library aims to get only that part which has the potentiality of use.

It is this emphasis on collections for use as against the old idea of collecting for the sake of mere numbers and building up a vast repository that is the distinguishing feature of modern librarianship. But the public library has not only gathered material in print and made it available without charge for use in pleasant rooms and buildings,

or for home borrowing with a minimum of restriction. It has gone further and through advertising in newspapers, street cars and hotels, through publication of attractive reading lists, display of new books or books of special interest, and through planned publicity campaigns of various kinds has sought to interest its public, inviting it to come, to see and to read. This aggressive effort to bring book and reader together has been characteristic of the American public library as of no other.

Long ago Justin Winsor pointed out that "Books may be accumulated and guarded, and the result is sometimes called a library; but if books are made to help and spur men on in their own daily work, the library becomes a vital influence; the prison is turned into a workshop."

The public library has not, however, been satisfied with serving simply as a reading center. It has recognized its opportunity as a community information service station and has taken its place side by side with other social service agencies with the sole thought

and aim of serving those whom it could. Its service has not been solely disinterested; always its thought has been to make its collections a living, vital force in the city or district, and to see that the information which it has gathered and made available for use gets into the hands of those to whom it can be useful.

In certain cities, particularly in the South, where the negroes form a large part of the population, special service for them is maintained. Where there is a negro quarter, the public library has at times established branches easily accessible for the exclusive use of colored persons. Sometimes these branches have been in charge of a colored staff and the work carried on is such as to appeal to the negro and to aid in his economic advancement. Illiteracy has been the great handicap under which the negro has labored; therefore one of the aims is to teach him to read and to write. Classes in the library have been instituted, and thus under the most favorable circumstances has he been introduced to books and their use.

In many places the negro has been a social outcast. Opportunities for meeting together and for self-education and improvement have not been as freely available to him as to his white neighbor. Realizing this and also the fact that its building offers an excellent meeting place for the negro as for the white person, the public library has in some places organized clubs for both young and old. These clubs serve many purposes. They satisfy a social instinct and at the same time keep the young off the streets. They offer a means for learning the lessons of self-government, thus acting in effect as a training school for service in a democratic society. They help those who are members to learn how to express themselves. Clear expression comes only from clear thinking. In addition to these social and educational purposes, such clubs serve an even more concrete use. Their proceedings supply an informational background which is reflected in better economic functioning. Society pays for knowledge irrespective of the source from which it has been obtained, and they that know are there-

by aided in their efforts to earn a livelihood.

Frequently, too, such branches for the colored offer a means for public lectures and meetings. In various other ways the public library, unobtrusively and at times quite unconsciously, makes of itself a constructive social factor in the negro community. Thus it serves not only a definite need and purpose, helping in the solution of what in some sections of the country is a problem, but in the eyes of the negro comes to be regarded as a living force training him for useful living and efficient citizenship.

In Louisville, Ky., where the Free Public Library maintains two branches for colored readers, negro staffs are also employed. For those who may desire to prepare themselves for work in these branches or in colored branches in other cities of the South, an apprentice class is conducted each year.

No less concrete has been the service of the public library to the immigrant and to the foreign-born. In the larger cities special collections in foreign languages have been set aside either in the public library or in branch

libraries most accessible to those for whose use the material is intended. Where the foreign-born are to be found in smaller towns the work has been no less definite. Of the 414 free public libraries in Massachusetts, 186, or 45 per cent., reported in 1917 that they were actively serving their foreign-born population. In addition to supplying them with literature in their own language, the public libraries also aid in providing simple books in English for those desiring to learn our language. In some cases, as in the branches of the New York Public Library, classes in English are held regularly in the public library. The library building is also used in many cases for lectures to foreigners and for Americanization and other meetings. The Free Public Library Commission of Massachusetts reports that in the year 1918 "Library buildings have been used for Americanization meetings, for food conservation meetings for the foreign-speaking, as well as for the distribution of material in foreign languages on the Liberty Loans, food conservation, legal advice for soldiers and on

the influenza epidemic. The libraries are the logical, as well as the acceptable, places for the foreign-speaking people to turn for information, and the majority of libraries in Massachusetts are equipped to realize their expectation." The Southbridge, Mass., Public Library reports that it is coöperating closely with employers in Americanization work in factories. " 'A List of Books About America,' was published and distributed through the factories and used not only by the Albanians, Greeks and Poles but by the French Canadians, many of whom had lived here for years and taken no interest in anything American. Now they are among the most eager students of the English language and American institutions."

Recognition of the service of the public library to the immigrant and alien, and realization of the possibilities of wider service and development in this direction, have led the American Library Association in its Enlarged Program to plan in coöperation with schools and other organizations, through exhibits and the foreign language press to

reach wherever possible all non-English speaking people and educate them in citizenship and to an appreciation of American ideals.

"The Committee on Enlarged Program believes that it is not only the right, but the obligation of the librarians of this country to further develop this field in an attempt to secure the confidence of the millions of strangers within our gates, by providing the foreign-born with proper books, and by the generous use of foreign language publications. If the books necessary to inspire the American spirit and to make for a better citizenship do not already exist, the American Library Association, through its organization, should encourage the translation and publication of the proper books in the more important languages."

When it is remembered that there are in the United States 16,000,000 foreign-born, about 6,000,000 of whom neither read nor write the English language, it is seen how large is the opportunity for service among them.

The New York Public Library. This fine structure at 42nd St. and Fifth Ave. houses a part of the library in the largest city in the country. Fortunately the rural sections without permanent libraries are not deprived of books. Some day this hamlet will have its own permanent structure.

No less conducive to the common good has been the work of the public library with the blind. There are in the United States no less than 75,000 blind persons. Perhaps no more unfortunate group exists. The work of the public libraries of the United States with the blind carries with it a human interest story that can be touched upon here in outline only. It indicates the spirit of social service that is more and more animating the modern public library and that is finding expression in various directions.

Efforts to find a form of raised print, the characters of which might be recognized by touch of the fingers, covered several centuries and proceeded rather slowly. Not until about the middle of the nineteenth century were satisfactory types invented. The Moon type was invented in 1847, the Braille in 1829, the New York Point in 1868. Various improvements were made, but not until 1918 were all associations of workers for the blind agreed upon a standard point print, known as Grade 1½ Braille. The invention of a satisfactory print which could be used by the blind for

their reading, led quite naturally to the establishment of printing houses for the blind and the development of a literature for them. The creation of a special literature led the public libraries to consider possibilities for its dissemination.

As early as 1868 the Boston Public Library set aside books in raised print in a separate division of the library. Philadelphia followed suit in 1882, and with these two cities as pioneers, the establishment of special libraries for the blind spread from city to city across the continent. The larger cities — Boston, Worcester, Providence, Hartford, New Haven, New York, Brooklyn, Jersey City, Philadelphia, Baltimore, Richmond, Birmingham, Rochester, Buffalo, Pittsburgh, Cincinnati, Cleveland, Grand Rapids, Detroit, Chicago, Milwaukee, Louisville, Memphis, New Orleans, St. Louis, Kansas City, Seattle, Spokane, Portland, San Francisco, Los Angeles—all have special libraries and reading rooms for the blind. The smaller cities have been no less active; among them may be mentioned Lynn and

Brookline, Mass., Norwalk, Conn., Auburn, N. Y., Plainfield, N. J., Erie, Pa., Elgin, Ill., and Santa Monica, Calif. Some of these public libraries serve only the blind in their immediate communities; others send books to blind persons within the state. Some make no restriction as to territory. At the Springfield (Mass.) Public Library weekly readings to the blind by a sighted person are arranged. At the Salt Lake City Public Library such readings take place two or three times a week. In California the State Library sends a member of its staff to the homes of blind persons to teach them to read. It is interesting to note that the oldest pupil in 1918 was ninety years of age and the youngest six.

Thus the public library creates facilities within its own building for reading or else sees that its books for the blind are brought directly to the homes of those whom they can aid. So idleness, the greatest burden of blindness, is removed. Men who otherwise would become physical wrecks are given new hope and courage. " No part of the work of

the State library brings such quick and rich results in grateful appreciation " is the report of the New York State Department of Education. The work with the blind is receiving still further impetus from the efforts of the American Library Association which in co-operation with other agencies is planning to publish an increased number of books for the blind in uniform type.

A word should be said also about the " sunshine " work of the public libraries with the sick, the crippled and the disabled. Books and magazines are sent to hospitals and are frequently distributed by a library attendant. Here again the library reaches out to the reader where the reader cannot come to it.

Most widely known is the work of the public libraries with children. Children's rooms are now to be found in all the larger libraries. A good children's library will have a supply of readers, picture books, fairy tales, travel and nature books, histories, biographies, books of good poetry, as well as editions of literary masterpieces edited for children. Each of these has a definite place—primers

and readers to supplement the work of the school, picture books to appeal to the eye, to set standards of taste and fix values in appreciation, fairy tales, travel and nature books to stimulate the imagination and widen mental horizons, histories and biographies for their influence on character, and poetry and the classics to give an early acquaintance with the best in literature.

In library work with children the aim is to acquaint them with the better books, to teach them how to use these intelligently, to develop a taste for good reading and to awaken ambition in the growing child. The children's librarian must have a knowledge of and love for children; she must know children's books and be able to discern with intelligence those qualities in a book which make its acquisition desirable. Some of the library schools give special courses for those desiring to prepare themselves for this work.

Wherever they have been instituted the children's rooms have attracted the young of the neighborhood. The invariable comment of librarians is that there are not chairs

enough to meet the need. The Supervisor of Work with Children of the Boston Public Library in her report for 1919, states that "Children form the greater proportion of readers in the reading rooms, and this probably diminishes to a considerable degree the use of the rooms by adults. At one reading room, three-fourths of the readers are children."

A feature of the work with children is the story hour. "To be a good story teller is to be a king among children." Children have a natural fondness for stories, and the story telling is used to supplement and to lead to good reading. For foreign-born children, stories in their native language are told.

In the summer many persons go off to the country; in the larger cities, as a rule, they are permitted to borrow a number of books for an extended period. Younger persons who do not leave the city in the summer generally prefer the outdoors, particularly the playgrounds. Playground libraries have, therefore, been established. Here again the library goes out to its reader. The book

wagon of the St. Louis Public Library, for example, is a familiar and welcome figure in the city playground.

But the library reaches into other fields. In the rural, outlying districts where communities are small, isolated and widely scattered, no better mental stimulus than the grocery store, the railway station or the post office exists. Aspirations are in consequence inclined to be dwarfed, the outlook of the individual narrow and the lives of many aimless. The need of good reading matter is therefore even greater than in the cities. Yet for one reason or another in a great many of the rural communities, provision for even small collections of good books has not been made. Here, however, the travelling library has come in as a Godsend. A competent critic has said that " Nothing more encouraging in modern reforms have been witnessed than the marked change already wrought by this single and comparatively inexpensive agency in scores of wretched villages which hitherto have been dead spots in our American civilization." Started in New York in

1893, the system of travelling libraries has been adopted in almost every state in the Union. Such travelling libraries are collections of books sent out from the state library, the library commission or the local public library to places where library facilities do not exist.

In preparing a travelling library the books must be so chosen as to have a wide appeal and to suit various tastes. While on the one hand they must be informative and of educational value, they should on the other give pleasure. Above all, the collections must be such as to stimulate further reading. Where those of foreign birth exist, books in foreign languages must be included. For the young and the old picture books and magazines have great attraction. Books on special subjects for use by women's clubs and others, sometimes not only satisfy immediate interest but stimulate further demand. The travelling library has sometimes been the means of arousing sentiment leading to the establishment of a local library open to the public.

In localities where the population is widely

scattered book wagons, in themselves miniature public libraries, have been fitted up and sent out. Books may be borrowed from the book wagons just as they would from the public library. They, too, have helped to spread the spirit of modern librarianship.

Something has already been said of the use of the library building for club meetings. The following indicates the uses to which some of the branches of the New York Public Library were put during 1915. The list of activities in all of the branches is one of the best commentaries on the spirit of modern public librarianship.

Partial list of club and other meetings held in branches of the New York Public Library Circulation Department, 1915:

AGUILAR BRANCH

Beacon Lights' Literary Club (Boys). Meetings weekly, January–May and October–December.

Civics Club for Girls (City History Club). Meetings weekly, September–December.

Classes in English for Italian Girls under auspices of Y.W.C.A. Meetings semi-weekly, January–June.

Classes in English for Italian Men under auspices of Y.M.C.A. Meetings semi-weekly, January–June.

Groups for the study of Algebra. Meetings semi-weekly, June.

Groups for study of Stenography (Men). Four meetings a week, June–September.

Junior Literary Club (Girls). Meetings semi-monthly, January–May and October–December.

"Little Mothers'" League. Meetings weekly, July–September.

FORT WASHINGTON BRANCH

Drama Discussion Club of the Drama League. Meetings monthly, January, February, November and December.

Fort Washington Chapter International Child Welfare League. Meetings weekly, August–October.

Washington Heights Symphony Orchestra.

Meetings bi-weekly, October 19–November 26.

Lecture: "Patent Medicine Frauds," April 10th.

Reading: John Galsworthy's "The Mob," April 22nd.

HUDSON PARK BRANCH

Italian Class for Teachers. Meetings weekly, January–May and October–December.

Classes for Backward Children. Three meetings weekly, January–May and October–December.

Association of Neighborhood Workers, February 2nd.

Historical Exhibition in connection with Greenwich Village Week, May 24–31.

125th STREET BRANCH

Boy Scouts. Meetings Saturday nights throughout the year.

Harlem Boys' Library League. Meetings Friday nights, May–September.

Young Men's Business Club. Meetings Friday nights throughout the year.

Anyone standing in the doorway of any of our larger public libraries is impressed at once with the different types of persons who come in and out of its doors. There is hardly an occupational activity which the public library does not serve. Where the character of the patronage is such that intensive service is advisable, special departments have been created. Such departments as those devoted to technology, science, economics, fine arts, government documents, patents, newspapers, magazines, manuscripts, foreign languages or civilizations, etc., are quite commonly met with to-day. These are in charge of special librarians trained for the work. The special departments are intended to give to the reader better service which specialization makes possible. In some cities branches to serve business men have been established; in others the library coöperates with industrial establishments by furnishing books for use of employees or others, provided the employer furnishes the quarters and the librarian.

Another feature of the work of the public

library is its coöperation with civic and social agencies. School libraries are provided by the public library in many of the cities. Lists of books on various subjects are prepared and distributed either through the library or through other agencies. Exhibits are frequently arranged. The Syracuse, N. Y., Public Library, for example, recently had an exhibit on safety prepared in coöperation with the National Safety Council. Patriotic exhibits, and exhibits to commemorate anniversaries and events of importance, are quite common.

The Rahway, N. J., Public Library distributes copies of ordinances and rules of city departments. Since 1909 the city health officer has posted his milk reports in the library. The result is that many women and milkmen come in to consult these reports; one milkman is reported to have been forced out of business because of the publicity that was given his unclean methods. At Two Harbors, Minn., the library is used also as a social center for girls. Lessons in crochet-

ing, art needlework, basketry, weaving and plain sewing are given in the building. The Hibbing, Minn., Public Library purchased a phonograph and gives a concert every Sunday afternoon. The same is done at Virginia, Minn., and it is stated that 200 persons come to these concerts.

The Binghamton, N. Y., Public Library sends a personal letter to each boy leaving school prior to graduation, inviting him to use the library and advising him regarding the advantages of such use. In Grand Rapids, Mich., and in Binghamton, N. Y., vocational guidance is given.

All this indicates the varied service of the library to the community. Such service cannot of course be pursued in the same manner everywhere, but the spirit of social service which animates the public library is gaining a continually stronger foothold as librarians and trustees are waking up to the possibilities of what can be done.

A former president of the American Library Association said at one of the annual

meetings: "Most professions are so engrossed by their own work that they have no time to serve the needs of others, but it is the business of the librarian to serve. He is paid for knowing how." In his book entitled "The Modern City and Its Problems," Frederic C. Howe says: "The free public library is distinctly an American institution. No country in the world has opened up branches and democratized the use of books and reading rooms for circulation and research as have we. Commissions come from Europe to study our libraries just as commissions from this country go to England and Germany to study departments in which these countries are most advanced. The free public library is one of America's contributions to municipal administration." More and more there is a growing realization that the living library, like the living church, is not built in marble, that, as Milton has said, "Books are not dead things," but "contain a potency of life in them to be as active as that soul whose progeny they are."

For those who have a good fundamental education, who have mastered the problems of library economy, who are imbued with the spirit of service, and who can bring practical imagination, enthusiasm and high purpose to the work, public librarianship offers a splendid opportunity.

CHAPTER V

Proprietary and Subscription Libraries

Proprietary and subscription libraries differ from public libraries in that their ownership as well as their use is restricted to such who are shareholders in the stock of the corporation maintaining the library, or who pay a stated annual subscription fee for the privilege of access to and use of the library. Such libraries, it may be noted, antedated and in many cases were the direct antecedents of free public libraries. With the advent of the free public library most proprietary libraries disappeared since they could not compete with them. Many, however, such as the Boston Athenæum, the Boston Library Society, the Mercantile Library in New York still exist and promise to exist permanently.

Proprietary libraries are both general and special. Thus the Boston Athenæum is a general library, with a well-balanced collec-

tion covering many fields; on the other hand, the Social Law Library in Boston is devoted exclusively to law and legal topics, while the Boston Medical Library is confined strictly to medicine. The distinction between proprietary, subscription and other libraries is mainly that of limitation of access to shareholders or subscribers or to those introduced by them.

In the past the proprietary library has drawn its support mainly from three groups: (*a*) those with means who, in spite of the prevalence of and opportunity of access to public libraries, have preferred the privacy and other advantages of a library under corporate management; (*b*) those unable or unwilling to maintain a private library, who have joined with others in establishing at their own expense a library giving them all the advantages of a private library; and (*c*) those who, living in sparsely settled districts, have joined with others in forming a library open only to those sharing in the expense of maintenance. During the last century the last-named group was to be found

largely in the South and in the West, but with the increase of state library laws permitting the establishment and maintenance of libraries at public expense, and, with the development also of the work of state library commissions, such proprietary libraries have, in most cases, given way to public libraries.

The suggestion has sometimes been made that the proprietary library has no place in a democratic community; such a view is, however, open to question. The impulses which actuate persons of similar tastes or interests to unite for common purposes are deeply rooted in men and in society, and accrue both to the advantage of the individual and the state. Moreover, the advantages which such libraries give to their shareholders and subscribers are such as to ensure their continuance and warrant their further extension.

The ownership and use of proprietary libraries are, as has been stated, restricted to a limited clientele. Efficient management entails that the ownership be vested in a corporation or stock company, and proprietary libraries are to be found maintained in almost

every case by such corporations or stock companies, or by clubs or associations.

Their advantages are not only that they offer a congregating place for those of similar interests and tastes, but that they are enabled to extend services which other libraries for one reason or another cannot. Thus they do not rival the public libraries in number of volumes, yet on the other hand, with fewer borrowers the opportunity of securing a desired book for a reader is greater. Moreover, the smaller number to be served enables greater and more intensive service to the individual. It enables the librarian and his assistants to know and understand almost every shareholder and subscriber, their individual whims and interests. It makes possible purchasing books with more definite purpose for their use, the extension of greater privileges to readers and borrowers, and enables greater contact between the librarian and the user of the library. The librarian of the Boston Athenæum finds that:

"The proprietor of a library, which is owned largely by educated people, feels

nearer to the officers who shape its policy than the taxpayer does to his trustee. Therefore he believes that he comes nearer to having a part in shaping its course, and willingly pays for what he might in a large measure obtain at the public institution without a fee."

But there are other advantages. The proprietary library is not only capable of serving its users more closely, but can give them this service under conditions which more nearly approximate their wishes and tastes. Large numbers necessarily create their own restrictions, restrictions of quiet, of space and of access. The proprietary library can extend to its patrons every privilege as well as every convenience and comfort that they are willing to pay for. It will be seen therefore that it does not operate under the conditions that at times circumscribe the work of the public library with more limited funds.

Employment in a proprietary library has certain advantages. Salaries are slightly higher than in similar public institutions and meritorious service is more likely to be appreciated. In addition, work in a proprietary

library enables close contact between reader and librarian, bringing with it an opportunity of personal service which to one who truly loves his work is satisfaction which dollars and cents alone cannot measure.

To the untrained, the opportunity of work in the proprietary or subscription library, whether general or special, is rare. For work in the general proprietary library at least two years of college work and graduation from an approved library school, or the equivalent of these in education and practical work in a library may be regarded as the minimum standard. For work in the proprietary library engaged in a special field such as law, medicine, theology, fine arts, or engineering, the training suggested in the chapters treating of these libraries is applicable.

CHAPTER VI

School Libraries

The value of the school library to the teacher as well as to the pupil is now widely recognized. School libraries are to be found in elementary, high and normal schools and in colleges. Realization of the useful service which the school library can, and does render, has led educators throughout the United States to welcome the school library. The National Education Association has a special Library Department, coördinate with its other departments. On the other hand, the rapid growth of school libraries and the special nature of the work has led to a demand for special training, which some of the library schools are now trying to meet. In California, for example, a law has been in effect since 1917 under which a high school librarian who serves more than two hours a day must have a high school teacher's certificate or a special certificate in library craft, technic and

use. In Pittsburgh, Pa., and in Brookline, Mass., college graduation as well as graduation from an approved library school is made prerequisite to library work in a high school; the librarian, however, enjoys the status on the faculty and receives the salary of a high school teacher.

School libraries are a direct aid in education. They encourage the formation of the habit of reading, at the same time acquainting the pupil with good literature. They facilitate the accumulation of knowledge and contribute directly to the improvement of the intelligence of the individual. They give the growing boy and girl an intimacy with a world of experience larger than their own. They indicate the main directions in which human endeavor finds occupation and thus aid the child directly in determining his own future work. A school library does not need to have many books. What it has should, however, be the best. Good clear print, and good paper and illustrations should always be preferred. The æsthetic influence of a book that is well printed and well illustrated

Through the good offices of the American Library Association our Merchant Marine above and below decks is supplied with current literature and books.

is not difficult to measure. A badly printed book involves a strain on the eyesight and makes reading an effort instead of a pleasure.

Provision of good reading matter for children is yet in its experimental stages. Good books are few. On the other hand, children, while omnivorous readers, lack the basis of discrimination and selection in their reading which is possessed by grown persons. One of the most important functions of the school librarian is, therefore, to direct children to good books.

Another important function is to train the child in the use of books and of libraries. This may involve talks and practice work on the use of dictionaries, encyclopedias, periodical indexes and other general reference books, on the broader features of classification of books within the library and the purpose and use of the card catalog. The librarian of a state normal school describes the courses given under her direction to students preparing for work as teachers:

"We follow a hard and fast rule in our library: We never answer a question for a

student that he can answer for himself. Many times when students apply for help and we are driven just at that minute, the easiest possible means of getting rid of them would be to answer their questions; but we want our students to have the ability to stand alone and help themselves when there is no one at hand to help them. Our question to an applicant for help is, 'Where have you looked?' We do this to familiarize him with authors and get him out of the red, blue and green book habit. Many times he is on the right track. If he is not, we set him aright by giving suggestions as to the particular book in which an answer might be lurking, and always we try to keep an eye on him until he has finally found the information desired. The next time a similar question comes up, it will be solved with less effort and the next time almost automatically. The teacher will soon discover that these lessons are time-savers rather than time-consumers, and the pupils will be forming library habits which will hold them after their school days are over."

Still another function of the school librarian is to unify the work of the school and the library. In the doing of this school librarians are making their work indispensable. In the state of Oregon, for example, the State Education Department has recommended to its superintendents that in any high school employing ten teachers, nine shall be used on the regular teaching staff and the tenth shall be a trained librarian who may give her entire time to library work and who shall aid the other nine. Speaking before the Library Department of the National Education Association in 1917, Professor Dallos D. Johnston, of the University of Washington, pointed to the importance of the work of the school librarian and said: "In this movement to unify school and library the librarians must more and more take the initiative, and they must do this as much for the sake of education as for the sake of their own salvation. . . . The unification of school and library means the transformation of librarians . . . into teachers of children, who do not believe

that an education is simply the mastery of a textbook."

Perhaps the largest development of the school library so far has been in connection with the high schools of the country. Hardly a progressive school system exists that does not have a library in its high school. The work of the high school librarian falls under four main heads—administrative, technical, educational and inspirational. The administrative work consists in directing the policy of the library, planning the work of assistants and, in general, seeing that the library is used to maximum capacity. The technical work consists in selecting, classifying, cataloging, indexing and filing printed material so that it will be available for use when required and in keeping records of the library and of its use. The educational work consists in helping teachers and students to find suitable material on particular topics, looking up answers to questions that have been raised in classroom or laboratory, preparing suggested reading lists, teaching the students how to use the library and in coöperating

with vocational counsellors in aiding students to choose the work for which they are best fitted. Inasmuch as the high school student is in the adolescent stage of development when habits of discipline and character are being formed, the high school librarian can use her position to advantage in teaching the pupil to use books as tools in daily work and as a means of recreation and inspiration.

The Committee on Library Organization and Equipment of the National Education Association, in discussing the qualifications which the high school librarian should possess, recommends that "a wide knowledge of books, ability to organize, and successful experience in reference work should be demanded of every librarian. Most of all should the personality of the librarian be emphasized. Enthusiasm and power to teach and inspire are as essential in the high school librarian as in the teacher. Successful library experience in work with boys and girls of high school age, either in the reference room, in the children's department or school department of a public library, or in a high

school should be required of candidates. Successful teaching experience in a high school is a valuable asset in the librarian." The professional requirements suggested for high school librarians are graduation from a college or university, with major studies in literature, history, sociology, education, or other subjects appropriate to special demands such as those of the technical high school upon the library. At least one year of graduate training in an approved library school and one year's successful experience in work with young people in a library is advised.

The importance of the library as an integral part in university education is now universally recognized by educators. For example, at the dedication of the new library building at Princeton University, President Daniel C. Gilman urged that " The library of a university is its very heart. If the heart is weak, every organ suffers; if strong, all are invigorated." In one of his early reports as President of Harvard University, Charles W. Eliot speaks of the Harvard College

Library as "having a profound effect upon the instruction given at the university, as regards both substance and method: it teaches the teachers."

The university or college library is used by members of the teaching staff either for teaching or for study, by those engaged in research of any sort whether teachers, graduate students or undergraduates, by students requiring books for collateral reading and general readers mainly for cultural purposes.

The responsibility of the university librarian toward the reader is perhaps greater than that of the librarian toward the reader in the general public library. The public library is a civic institution very much like others maintained at public expense. It exists mainly to serve the public, and the claim of the public on it is in many ways greater than its reciprocal claim on those who use it. With the university library the case is somewhat different. Such persons as use it come for a more specific purpose. The reader here is at the same time a student, and, as a former librarian of the University of Rochester has

indicated, the university librarian "is, with the faculty, in some degree responsible for his healthy intellectual growth. He is not at liberty to permit a waste of energy for want of method by those who are inclined to read; nor may he be indifferent to the neglect of opportunities by those who are not. A library for the use of students requires such an administration as to inspire the dullest with interest and give a healthful direction to the reading of all."

University librarians are recognizing in ever-increasing degree the possibilities of their position as an influence on the student body in stimulating good reading habits, proper methods of study and of care and accuracy in research. In many colleges today courses in library science are given as a means of acquainting students with the fundamentals in the use of print. In 1914, ninety-one colleges gave such courses. Such instruction is as necessary indeed, as is laboratory work in other sciences; it not only familiarizes the student with what is in the library of his own university, but makes clear

to him how to use any library to which he may have access. It places in the student's hands a power which frequently outweighs all that he may gain in college courses, for it not only teaches him how to study, but acquaints him also with the means of continuing his education after graduation.

CHAPTER VII

The Special Library

Experience has taught mankind that specialization is one of the ways to efficiency. Whatever the field of human activity that is examined, it is quite apparent that specialization has brought with it expertness, intensive knowledge and improved methods. The physician who is a specialist is, in the field of his specialty, preferred to the general practitioner. A skilled workman is preferred to a Jack-of-all-trades.

Libraries, like other institutions, have been awake to the value of specialization. In the public libraries of the larger cities, as has already been indicated, departments having special collections have been created. These special collections, while sometimes referred to as special libraries, are not really such.

The special library differs from the public and other types of libraries both in its manner of work and in the use which is made of it.

A special collection, limited to a subject or a group of allied subjects, and a specialist in its charge are essential to it. But the books and other materials, as such, are of secondary consideration in a special library. The use to which the information within them is put is primary. The special library collects material only for the service which this will render. It does not collect for the mere sake of possession. Form, too, is only secondary with it. If a page of a book is all that will aid the organization with which it is connected, only the page and nothing more will be saved. If a newspaper clipping will give the information better than a book, the special library will keep the clipping.

The special library holds printed and other matter only so long as this has the possibility of use; as soon as this use is past the material is discarded. This practice is characteristic of the special library and of no other. John Cotton Dana, librarian of the Free Public Library of Newark, N. J., and founder of the Special Libraries Association, has put

this difference between the special and other libraries succinctly:

"Select the best books, list them elaborately, save them forever—was the sum of the librarian's creed of yesterday. To-morrow it must be, select a few of the best books and keep them, as before, but also select from the vast flood of print the things your constituency will find helpful, make them available with a minimum of expense, and discard them as soon as their influence is past."

The special library collects only for the needs of its special constituency, and collects only whatever will be useful to those whom it serves.

Service is its keynote. Therefore, it prepares digests, summaries, reports of the material as it comes in, or as these reports are required. It advises regarding the reliability of information. It tries to gauge the demands of the organization and gathers together everything it can that will make the information it has more complete and more accurate. By correspondence, by personal inquiry and by other means it will try to sup-

plement the information that it has. Not numbers of books, magazines, pamphlets and clippings are its criterion. The information within these is its concern. But not that alone. Its aim is always to see that the information has the possibility of use and then to put it to use. The special library is then an information center with the information at work on the job. It is an information clearing house and research bureau in one.

Business men particularly have been keen enough to see the value of the special library and the special library has been widely adopted in business. The special library does not necessarily, however, have to be a business library. It may be a law, medical, agricultural, financial or theological library. The way it is used and the service which it gives determine whether any library is special or not. On the other hand, a business library is not of necessity a special library. A business library that merely circulates books as part of the welfare work of the company is not a special library. Only when it reaches out, serving as other executive departments

of the company are serving, can it be recognized as a special library. Therefore it does not wait for inquiries to come to it before it becomes active. It initiates inquiries, and when it has the information it wants, it places it immediately before the person or persons who will profit by it, in the form in which it has come, as a memorandum, as a report or in such other manner as it deems best to achieve a desired result.

It will be seen therefore that the special library differs from the public library in a number of important respects. Dr. C. C. Williamson, of the New York Public Library, touches on one of these in the following words:

" The special library is an efficient, up-to-date, reasonably complete, collection of the literature of a particular subject, including not only books but clippings, pamphlets, articles, reports, etc., all so completely indexed and classified that the latest and best data are available, without the difficulties and delays that are more or less inevitable in a large public library.

" The public libraries in general have not yet undertaken to give the public special service of this character. This is doubtless in part because the demand has not seemed to warrant it, but perhaps the principal reason is that the expense would be heavy. In order to have an efficient special library you must put a specialist in charge of it. Now, however well informed and efficient the general reference librarian may be, he cannot be a specialist on any considerable number of subjects. Consequently for the general or public library to follow the lead of the special libraries, would require a far larger reference staff and increased expenditure for administration, purchase of books, etc."

W. W. Bishop, librarian of the University of Michigan, and a former president of the American Library Association, touches on another difference:

" Consider for a moment the attitude of the so-called ' special library ' toward its clients. Because of their high intelligence in some special field, of their keen interest in the literature of their calling, the clients of such a

library demand and secure high-grade service within that field, a service which generally sets itself no limits of time or effort on behalf of its readers. Zeal in such a library does not degenerate into officiousness, nor does proper reserve become indifference. The librarians of a scientific laboratory, of an insurance company, of a research institute know their limited clientele, anticipate their wants, respond to their calls, serve intelligently, and therefore successfully."

"Special libraries," writes R. H. Johnston, of the Bureau of Railway Economics, "will become more and more a factor in the solving of business, commercial and industrial problems as well as civic and legislative difficulties. They are no longer an experiment."

Good education, wide informational background, organizing ability, breadth of vision and the power to distinguish between essentials and non-essentials, a degree of literary capacity, and specialized training in the field of activity in which he serves are essential to the special librarian.

CHAPTER VIII

Agricultural Libraries

"The challenge to agriculture of these wonderful times in which we are living, demands the best effort of the best intelligence in our country, and above all a willingness to coöperate on every side with existing agencies for the advancement of human welfare and happiness. You librarians who are helping to bring to the scientists, engaged in the solution of agricultural problems, the knowledge of the past and present experiments, and to bring to the farmer not only the learning of the scientists but also the culture and pleasure which comes from the reading of good books, are doing a noble service, which is not merely one of class benefit, but also one of general and far-reaching value to the whole of society." So writes the Hon. Clarence Ousley, Assistant Secretary of the U. S. Department of Agriculture of the work of the agricultural librarian.

Agricultural libraries may broadly be divided into three classes: first, those connected with agricultural colleges; second, those connected with experiment stations, and third, private agricultural libraries owned by individuals, societies or corporations. The first two are in many cases very similar, yet differences, due both to geographical location and to variations in the manner of organization of the colleges and experiment stations, are likely to be reflected in the character of their libraries. In some states, as in Minnesota and in Wisconsin, the state agricultural college is maintained as part of the state university; in others, as in Massachusetts and in Oregon, it is not. In Oregon the agricultural college library and the experiment station library are maintained as one; in Massachusetts a separate station library is maintained but is under the supervision of the college librarian; in Ohio and in Georgia the experiment stations, and in turn their libraries, are not connected with an agricultural college.

These differences while administrative in

character in some cases affect the library. Where the agricultural college is part of a university having a large general library, as in the case of the New York State College of Agriculture at Cornell University, the college library may develop very intensively its own special collections, relying on the university library for general works in kindred or alien sciences.

In some states, however, as in Maine and in Ohio, there is no separate agricultural library, the agricultural collections being kept together with other collections in the university library. In all there are in the United States sixty-five agricultural colleges, supported by federal and state funds. Twenty-three of these are of the character of state universities, twenty-eight are separate institutions having the function of state colleges, and fourteen exist for colored persons in the South.

The agricultural college libraries serve particularly the teaching staff and the students. The latter comprise those doing graduate work, undergraduates engaged on

regular college grade work, and special students taking short courses. Except that it is more specialized in nature, service here does not vary extensively from that in the university or school libraries considered elsewhere. Agricultural libraries naturally pay most attention to collecting literature of those fundamental sciences with which agricultural endeavor is most concerned, such as rural economics, botany, zoology, entomology, bacteriology, plant pathology, chemistry, veterinary medicine and forestry, and in addition literature on agriculture in all its branches, such as horticulture, floriculture, vegetable and fruit-growing, poultry-keeping, animal husbandry, farm mechanics and agricultural engineering.

Another phase of the work of the agricultural college library is its extension work. Following the lead of the agricultural colleges, the agricultural libraries also entered into extension work. The colleges adopted the slogan, " If you can't come to the college, the college will come to you." They sent out special exhibits—wheat specials, corn trains,

exhibits explaining methods of raising fish, poultry and fruit, they arranged country fairs, farmer's short courses in winter, institutes, they organized clubs, stimulated interest and brought their expert knowledge home to the farmer. The immediate success of this work influenced the agricultural college libraries to follow suit. Reading lists, such as those of the New York State College of Agriculture at Cornell University, entitled "Reading in the Farm Home" and "What Shall the Farmer Read," were prepared. Study outlines for social and civic clubs as well as for reading and other clubs were made. Reading matter was supplied, books being sent by parcels post. Package libraries of pamphlets, clippings and bulletins were sent to individuals, clubs and schools. The North Dakota Agricultural College even prepared typewritten copies of declamations, speeches and amateur plays to be loaned to schools. The University of Wisconsin issued bibliographical bulletins on a variety of subjects in addition to its package libraries. The Massachusetts Agricultural College

went even further and sent out travelling libraries. Purdue University prepared a sample library of good agricultural books, arranging to sell sets to the farmers; the work was most successful. In addition, the college libraries helped to distribute the bulletins issued by the U. S. Department of Agriculture, and similar bulletins prepared by the state department of agriculture or by the college itself. Through the farmers' papers, on the special trains, at fairs and at institutes the work was carried on.

All these activities have been continued and enlarged in many directions. The agricultural college library has established itself as an information center and service bureau. It has helped the farmer in his work, at the same time contributing to the improvement of the conditions of rural life. It has supplied information on domestic science, on bee-keeping, on feeding and the many problems of concern to those on the farm, and has thus made the woman, the boy and the man on the farm feel its presence. It has in short come to the farmer where it knew the farmer could

not come to it. This extension work still continues, and in many localities gives the college library much wider range than the precincts of the college itself. The extension work of the agricultural libraries, like that of the free public libraries, has been one of the constructive contributions of modern American librarianship. It has helped to make the agricultural library a living organism in agricultural endeavor and an important factor in agricultural education.

Still another phase of the work of the agricultural library exists. This is in connection with the experiment stations. The purpose of the agricultural experiment stations is to conduct researches and to disseminate the results of the research. Scientific research in agriculture is no less important than is research in industry or elsewhere, for it is only through exact knowledge, supplemented by new theories, facts, experiments and thought that the fund of human information is increased. Research is a process of working from the known to the unknown; it rests primarily on the work of others and the

knowledge adduced by them. Therefore the prime need in agricultural research, as in all scientific investigation, is full acquaintance with the state of knowledge to the time of the present inquiry. This entails knowing what has been done, for in no other way can the status of the subject be determined. Furthermore, the evidence must be examined so as to test its soundness. It is only when this necessary preliminary acquaintance with all that has been written and accomplished has been secured that the research student is prepared to develop new facts, concepts and theories, and engage in experiment to test the accuracy of his inductions and deductions.

Since the work of the past is to be ascertained almost exclusively from printed sources of information, it follows that the first task of the investigator in entering upon any inquiry is to have at his command, and so arranged as to be easy of access, every bit of information that is likely to be of help to him. It is here that the librarian steps in as the person best fitted to give the investigator this initial service. As the work goes on it may

become more and more complex, running into other sciences and the librarian, because of her familiarity with sources of information can therefore be of constant help; or new information having a possible bearing on the subject under investigation may become available, in which case it is the task of the librarian to call this to the attention of the investigator. Thus at the beginning and during the subsequent conduct of an investigation, the coöperation of the librarian is essential. It helps directly in keeping the investigator informed and consequently better prepared. In addition, it saves the investigator's time; it conserves his energy and thought, thereby aiding him directly in his work.

It is a recognition of this definite place of the librarian as a contributing factor to the success of the workers in the experiment stations that has led Doctor True, a former head of the Office of Experiment Stations of the U. S. Department of Agriculture, to say:

"The station library lies at the very heart of the station's work and is second to nothing in importance. . . . The equipment of

the station library should, therefore, be one of the first considerations in the organization of the station, and not merely a desirable adjunct."

The present Chief of the Office of Experiment Stations writes in no less definite manner:

"The advantage of the librarian in such a line of activity lies in a training which has taught skill and patience in conducting such searches in a thorough and systematic manner, a knowledge of sources of material and of bibliographic helps, and a special faculty which experience develops in tracing information to its source. This type of assistance has not been as largely utilized in agricultural research as it might be, partly perhaps because the subjects are technical and often more specialized, and the investigator is accustomed to employ only trained assistants in conducting the technical features of inquiry. On the other hand, the field has not been entered by librarians except in a limited extent, probably because of the reasons cited and because of the pressure of other library

The Crew's Reading Room aboard ship and the wards in the hospital are taken care of by the American Library Association.

duties. While a knowledge of general science is unquestionably a great help, the librarian is in the habit of dealing with a wide range of subjects without special knowledge, and this has inculcated a quick perception, a readiness in determining what might be of value, and unusual breadth of adaptability. These things contribute to give a degree of intelligence in such work beyond what might at first be expected. With guidance on the part of the investigator and some attention to instructing the librarian in the elements which go to make up the subject under investigation, skill may be developed which should prove highly helpful.

"From the standpoint of the librarian there would seem to be a special field worth cultivating, and of considerable interest. Hundreds of men and women in this country are now engaged in research in agriculture. In addition to the large force of investigators in the U. S. Department of Agriculture experiment station, which is the research department of the agricultural college, and several State departments of agriculture, an in-

creasing number of industrial concerns are engaged in investigation which deals with agricultural questions. For the librarian who has this field in view the general science courses of college afford good foundation and enable facility in special technical lines to be more readily acquired. Surely men engaged in research would be quick to recognize assistance. The present scope of the field, which is steadily broadening, would seem to offer encouragement to make some special preparation for it."

CHAPTER IX

Business Libraries

The modern business library is largely a development of the present century, and is an evidence as well as an outgrowth of the scientific spirit in industrial enterprise. Most progressive firms to-day have special libraries of some kind. Within the last three years the number of business libraries has more than doubled; about 2500 such libraries are now to be found in the United States. In England their number, while much smaller, is steadily increasing. The growing interest in improved methods, in industrial research, and in foreign markets, the widespread recognition of the importance of training and educating employees in industrial ways and technical methods, and the direct assistance which the library offers in developing intelligent workmanship, mutual interest and in saving time as well as mental and physical energy, promises for it a still wider extension.

Business libraries have been instituted to aid either the company executives or to serve the rank and file; their primary purpose has been to organize the wealth of printed and other informational matter relating to the business or the industry, so that it might all be available as an effective aid or tool in daily work. The business executive or manager of to-day must, if he hopes to succeed, know not only the technical details of his own business. He must know of the general developments in his industry and must have also a respectable familiarity with many other matters. He must know something of accounting and financing and a good deal of production and marketing. Moreover, business procedure is continually becoming more and more scientific. In order that the executive may avail himself of the gains which improved methods make possible, and increase the prosperity of the business, he is under continued necessity of keeping informed of what is going on. Furthermore, to meet successfully the competition of other firms his methods must be at least as good as theirs,

and his information in the aggregate no less. The same need applies, although in lesser degree, to all the supervisory assistants of management; upon them rests largely the making effective of the company's policies and decisions.

To do this and to keep abreast of conditions, sound information is necessary. The wide range of printed matter has already been indicated; the amount of technical and trade literature appearing from day to day is alone so large that no business man can wade through it all. Moreover, the average business man has but little time which he can devote to reading. Therefore information that comes to him must be brief yet complete, reliable, clear and definite, well-organized, and available on demand. The procuring, organization and analysis of this information is, then, the task of the business librarian. The business library thus means more than a special collection of books, pamphlets and clippings on a subject or group of subjects. Indeed, number of volumes is a secondary consideration. The aim of the business

library is rather to function as a central information, statistical, or research bureau, and, like other departments, to aid directly or indirectly in making profits, in increasing quantity, quality and efficiency of production, in building up an intelligent work force, and in the general improvement and extension of the business. Only in so far as it does this is the business library justifiable.

The business library serves a most useful purpose also in helping employees in their work. To the clerical or stenographic staff such aid may take the form of supplying a much needed name or address, sometimes of calling to their attention books and magazine articles of a stimulating, educational or cultural character.

When it is remembered that about one million 14-year-old boys and girls in the United States leave school each year, a large number of them having completed no more than the fifth or sixth grade, it is apparent that some measures must be taken by employers to make up this defect in education. Progressive business men have, therefore,

established libraries in their offices or plants as a means of helping the more ambitious among their employees to help themselves.

As far as employees are concerned, the business library serves an informational, inspirational and recreational need. For example, the librarian of Wilson & Co., packers at Chicago, Ill., states that her library "was organized and is maintained for the use of the company employees, to assist them in not only meeting problems which come up in their departments, but to enable them to become more familiar with the various phases of the packing industry, thereby preparing themselves for promotion to higher positions, which the many plants and branches of the Company are offering to efficient men and women."

Many business houses maintain libraries as part of their welfare work. The Marshall Field & Company library at Chicago, for example, has not only books which may be read for pleasure, such as fiction, travel and general literature, but has also juvenile books which parents may take home for their chil-

dren to read. Some companies have libraries in connection with rest rooms for employees; the library thus plays a useful part in restoring the tired worker to a point where her work may be resumed. The U. S. Department of Labor, in a recent study of welfare work in 431 industrial establishments, found libraries provided by the company in 99 cases, while in 56 others, the companies, while not furnishing books, maintained a branch of the public library and supplied the necessary librarians. In 85 of these 155 business libraries, reading rooms supplied with magazines, newspapers, or both, were found.

Little has yet been done in the way of making the business library actually serve the worker in the factory while he is at work. In a few cases a beginning has been made. Thus in one business library information that will help the man at the machine to increase his efficiency is placed in the factory so as to be easily accessible to those for whom it is intended. Curiosity and the desire for self-improvement are relied upon to make the worker read the magazine article or section of

a book marked for him. There is, however, much room for development in this field.

In organizing or managing a business library, thorough acquaintance with all the phases of work of the company or business is necessary. The wider this knowledge is, the more definite can the service be that is rendered. If the business is manufacturing, the librarian must know the various processes involved from the receipt of the raw material to its shipment as a finished product. If it is a sales organization, the librarian should learn everything possible about sales methods. In an advertising concern the subject to be mastered is obviously means and methods of advertising; in a credit organization, it is credits.

A knowledge of the personnel, policy and methods of the concern is equally essential. Since the aim of the library is primarily service to those engaged in the business, an understanding of the work of the various departments and employees is fundamental, and, in order that the library may work in harmony with all, a knowledge of the way in

which the company does its work is helpful. The success of the business library has been largely due to its adaptability; hardly a type of business activity exists in which the library has not proved its usefulness.

The business librarian must be intimately familiar with library technic and method, since his ability as an organizer of information and of informational resources rests solely on applied library science. He must not, however, be a slave to library rules since service and not form is the ruling principle of the business library. Before departing from standard practice, it is wise to ponder the reason for such practice; all this means that while the business librarian must be skilled in the mechanics of librarianship, he should use this skill only to make available information with whose accumulation, organization and dissemination he is charged.

Besides definite understanding of library work and the means of its application to modern business, the librarian should have a good education and some training in economics. Sound common sense, tact and enthusiasm,

ability to work in unison with others, a quick perception of essentials, adaptability and executive ability are required in the work. Wide knowledge of the subjects in which the organization is most interested is advisable. The business librarian is invariably expected to foresee the demand for and be prepared to give information along any lines in which the company's personnel is interested. For this reason close contact with all whom the library is intended to serve is essential.

Most important in the business library is the person in charge. Upon him depends largely the attitude of the company and its employees toward the library. To those who are qualified for the work and are capable of making the library a "paying proposition" business is always willing to pay well. Indeed, salaries in business libraries are higher and working conditions generally more favorable than are those prevailing in other types of libraries. Yet, it is only fair to indicate that in few other types of libraries is the work more exacting and arduous, or the element of personality of the librarian so important.

CHAPTER X

Financial Libraries

Special libraries are to be found in almost every financial house of importance. Whether viewed from present need or future development such financial libraries are indispensable; they are not only repositories of the history of the institution with which they are connected, but also active forces in widening and increasing the value of its services.

The work of the banker of the present is totally different from that of the banker of the past. Money-changing and safe-keeping of valuables or securities are not to-day major activities of any bank. On the other hand, the work of the financier touches vitally at almost every point the very foundations of economic existence. The modern banker must have a thorough intimacy with the intricacies of his own profession, but beyond this he must know or be in a position to learn quickly the significant factors of industries

and establishments other than his own. Facts are basic in his work; only when in possession of them can his undertaking be accomplished successfully. Generalizations and approximations are not of much value in helping to decide the advisability of making an investment or a loan, for both the bank customer and bank directors have the right to expect that whatever advice is given or whatever action is taken shall always first and foremost be based on thorough and sound information. Years ago through correspondence, study of press reports and association with men of affairs, the banker could secure this required insight. To-day, however, industrial and economic conditions are so complex and so interrelated, events move so rapidly and time is so essential an element in financial transactions, and the scope of the work of the modern financial house is so much larger than heretofore, that the means of the past are no longer suitable.

The interest of the bank of the past was largely local. Its clients were local, its investments and interests were local. All this

is changed. Financial thinking of the present is in national and international terms; the banker is required to have intimate knowledge of affairs and conditions with which he has had no personal contact. It may be the matter of a loan to a foreign city which the banker has never visited, or of advice regarding an investment in the stock of a steamship company, the directive officers of which he has never met, with whose equipment and service he is unfamiliar. Yet he does his work with perfect confidence in his judgment, because modern finance has been forced to recognize the use of information. The planned and continual accumulation of data, and their scientific systematization so as to be available on short call is an important branch of the bank's activities. The librarian here steps in as the planner, accumulator and systematizer. To plan well he must be thoroughly familiar with the business of finance; to accumulate sensibly and wisely he must know the needs and interests of his own institution; to systematize he must be trained in library method. A good librarian in a financial

library is the right hand of the bank executive.

Progressive bank officers recognize this relationship. Thus Francis H. Sisson, Vice-President of the Guaranty Trust Company, states: "To-day the assembling of the facts is a task for experts, and the field of these experts is the financial library." In other words, the library lies at the heart of the financial house. The latter's existence rests on exact information; the proper source to supply this information is its library. To quote Mr. Sisson further: "The financial library is preëminently a working library. Into it are gathered the materials, in whatever form, which the banker needs in the course of his business, and that business is to-day concerned with a multiplicity of activities simply astonishing to the layman. . . . To-day the assembling of facts is a task for experts and the field of those experts is the financial library. This library is something more than a medium through which the officers and employees of the bank can obtain immediate access to the information which they require. It is also a source of information to which the

customers and friends of the bank have been taught to feel that they may come when in difficulty. Therefore, we find financial libraries wide in the scope of the subjects covered and so organized as to make easy the finding of what they contain."

This brings up another opportunity for service to the financial library, assistance to the institution's clients. Whatever affects a man's purse is generally a source of concern to him. Consequently a bank's clients are continually calling upon it for advice and information. Sometimes this is given by one of the bank officers; frequently, however, such requests can be handled as successfully through the library. Recent income tax legislation, for example, has raised a large number of perplexing questions on which taxpayers have sought guidance from their banks. In many cases copies of the law or of the Treasury Regulations have been requested. Many similar matters are continually being referred by clients. The answering of these questions contributes toward building up a loyal clientele for the bank;

in other words, such service pays. The well-equipped financial reference library, therefore, is a direct business builder for the bank.

Financial libraries have still another use. This is in connection with the training of employees. Work in modern banks is highly specialized and there is on that account great need of competent and intelligent workers. Much of the work is clerical. There is, therefore, a continual danger of the employee falling into a rut and the need of some counteracting influence. On the other hand, there is the alert employee eager to widen his knowledge of the banking business. Again, for the tired employee, the library offers relief from fatigue. For these a library of well-selected books serves an inspirational, educational and recreational purpose.

It will be seen, therefore, that work in the financial library, as in other special libraries, is one of responsibility wherein knowledge and character are the outstanding influences that make for success. The scope of the library will naturally vary with the scope of the institution. If the latter is a bank carry-

ing on general banking activities, the character of its informational resources will be general. If it is an investment house, its data will have to be more specific and detailed. A house specializing in public utilities' issues will require broad yet minute information on every phase of public utilities' operation.

A thorough training in economics, with intensive knowledge of money, credit and banking is prerequisite. The calls on and contacts of the financial librarian are such that a broad, sound, educational background is absolutely necessary if he is to be on the road toward the top. A college training or its equivalent, as well as familiarity with library method, and knowledge of the means of its practical application is necessary. Otherwise the work will be found difficult. The librarian who can secure a position in a bank, thereby obtaining a practical background for further progress, will find many tasks simplified since thereby the viewpoint of the institution will be obtained, the work made more significant, and advancement facilitated.

CHAPTER XI

Law Libraries

Few men are forced to rely so extensively on books as the lawyer. The lawyers' books are the tools with which he works; without them his work is practically impossible. The law library is his workshop; in that and in the courts he must spend the major part of his time. Yet his success in the court-room rests very definitely on his success in using books, for it is in connection with these that he must prepare his cases for trial. In his law library he not only learns what the law is, but how it has been and is to be applied, and what precedents have been established which he must perforce follow. The competent attorney learns early how to use the law library and always maintains his contact with the more important legal literature. To him the library is an armory wherein he prepares himself for his legal battles, and if we follow out the analogy, the librarian is the skilled

armorer who helps in finding the armor that will make him impervious to attack. So long as the lawyer continues his practice, he must maintain his contact with the law library.

Law libraries divide themselves into six broad classes: (1) The law school library; (2) the association law library; (3) the private law library; (4) the proprietary or private law library, the use of which is permissible at a fixed subscription or rental; (5) the court law library, and (6) the state law library. From this it appears that law libraries may exist for and may be maintained by the school, by the individual or a group of individuals, by the bench or by the bar, and further that the expense may be borne by the public or by those who make use of the library. But while each type of law library may serve its special clientele in its own definite way, in the materials with which they deal and in their use of these, all law libraries are very much alike. They all deal with the law, and modern law has a definite literature of its own.

The law as it concerns the librarian, and

the lawyer as well, consists of statute law and case law. The former is made by legislatures, the latter by the courts. Statute law consists of session laws, and compilations and codifications of existing laws. Case law or court law consists mainly of judicial decisions. Such decisions are contained in law reports. Written opinions of federal and state courts are reported either officially or unofficially. Appellate courts of last resort usually have an official reporter who prepares the court's opinions for publication. Private law publishers also issue special series of reports containing selected cases of importance or opinions not officially reported. Court decisions are also classified in summarized form in law digests. The legal treatise or textbook commonly discusses the meaning, interpretation, significance and development of statute and case law with citations of laws and cases in point. The law encyclopedia aims to classify the whole body of law under appropriately selected, alphabetically arranged heads. General principles are stated in the text and citations of cases are given in notes. The

cyclopedia thus stands between the digest and the textbook.

Every law library contains statutes, reports, digests, cyclopedia and textbooks. Statutes of course are basic; upon them and their interpretations the others rest. Hardly less important are the collections of law reports of the state and federal courts. The larger part of any law library is generally given over to its collections of law reports. The reports of decisions of law cases of federal and state courts were contained in 1850 in 980 volumes. In 1865 the number of volumes had grown to 1820, in 1880 to 3230, in 1895 to 6300, in 1905 to about 9000.

In addition, the efficient law library finds it necessary to have the statutes and reports of other countries, particularly of Great Britain. It is seen at once that space is a most important factor in any law library. The individual attorney, as well as the modern firm of lawyers, finds it extremely difficult to maintain such a complete working library as was the custom in the United States among lawyers of a previous generation. More and

more the tendency is coming to be for the lawyer to either join a law association, thereby acquiring the privilege of using the association law library, or to engage with others in a coöperative venture and to form a proprietary or subscription law library. In some buildings in several of the larger cities, where the tenants are mainly or exclusively lawyers, law libraries accessible to the tenants are maintained by the owners of the buildings.

The more common technical library problems met with in the general library appear only as minor questions in the law library. Law reports are issued serially, each volume being numbered in order of issue; to be most serviceable the best practice favors placing them on shelves arranged alphabetically by state or country, and under each state serially by number. The same arrangement is generally followed with statutes. Textbooks are generally confined to specific subjects, and are commonly arranged alphabetically by author under each subject. It is quite clear,

therefore, that the problem of classification is not complex in the law library.

On the other hand, the law library is first and foremost a reference library. As volumes must be so arranged that they are freely and easily accessible, so the law librarian must be a master in their use. He must be familiar with every law tool, must keep continually in close contact with the acts of legislatures and decisions of courts, but always he must know where to find the law. It is not necessary that he be a lawyer to do his work well. It is necessary, however, that he have an intimate acquaintance with the salient facts in the development of law, that he understand sympathetically the work of the lawyer, the legislator and the judge.

In the law library nothing is so certain to lead to failure as superficiality. Thoroughness is indispensable to successful work in it. Added to that, an ability to appreciate the importance of detail, the power to concentrate on a specific problem and follow it through the maze of legal reports until a solution is reached, a sense of accuracy and

always a willingness to put one's best efforts at the disposal of others, are prerequisites. The best preparation for work in a law library is practical experience in such a library as an understudy. Law librarians are almost unanimous in the opinion that the law library is the best training school for work in their field.

CHAPTER XII

Medical and Institutional Libraries

The famous physician, Sir William Osler, has said " To study medicine without books is to sail on an uncharted sea, while to study without seeing patients is not to go to sea at all." In few fields of science is the need of constant reference to printed sources so great. The modern physician finds it necessary in his practice to have a working library of the best textbooks and journals. Frequently, too, he will join his local medical society so as to have access to the library which such societies generally maintain. The true doctor is ever an earnest student. In his work he continually encounters new cases and new problems; thus he is forced to consult the experience of others. Opportunity for consultation with colleagues of superior training not being always available, his next best recourse is reference to books and journals. The physician's education is in a real sense

never completed; the library, like the laboratory, is indispensable to his work, and both contribute in no small degree to his success.

The number of medical libraries in the world in 1914 was 312; in the United States alone there were in 1917 no less than 174, or more than half the total number in existence.

Medical libraries are broadly of two kinds: First, general medical libraries, such as the academy medical or the local, district or county medical society libraries, and, second, working libraries, generally in connection with hospitals, dispensaries, medical colleges, laboratories and sanatoria. The first of these are more for the medical student, the general practitioner or for the specialist; the second are more specifically for the use of the staff, attendants and nurses.

Because of the new discoveries, new experiments and better knowledge medical literature is continually growing in quantity, but at the same time is constantly becoming obsolete. A quarter of a century ago John S. Billings, one of America's great library organizers, and undoubtedly its greatest

medical librarian, estimated that less than 10 per cent. of medical literature is of value after ten years, and present opinion would indicate that to-day this proportion is even still less. Compendious reference books at one time so prolific and so popular are constantly forced to the background by new works and new editions. Textbooks conforming to the latest opinion and practice, even by the time they are placed on the market, are somewhat out of date. In medicine as in the other sciences, the latest developments are to be traced through the medical journal, the monograph, the laboratory study, the government document, and the society proceedings or transactions. Yet the caution of Dr. Oliver Wendell Holmes, that "there is a dead medical literature, as there is a live one," and that "all that is ancient is not dead, all that is live is not modern," should be remembered.

From all this two conclusions may be drawn. First, the bulk of the literature is so much on the increase that mastery of the technical problems involved in its proper care

The splendidly equipped Bates Hall affords the people of Boston an unexcelled reading place provided by public funds. At the same time the State of Wisconsin has been mindful of the reading needs of its farm people and supplies travelling libraries to the living rooms of its rural citizens.

and use is fundamental. Secondly, the literature is so complex and is being so continually displaced by new material, that a thorough familiarity with medical nomenclature and a good knowledge of medicine and of the more important aspects of medical practice is equally essential.

Indeed it may be noted that the administration of medical libraries is generally in charge of graduate physicians, and that medical librarians invariably lay greater stress on knowledge of medicine and of medical literature than on library technic. This may be due as much to the fact that but few of those at the head of medical libraries are graduates of library schools as to the failure of the schools to give any special training for those who plan to work in medical libraries. However, those who are charged with the technical work of the medical library are invariably graduates of library schools or have had experience in libraries. But the important fact to note is that training is essential. Courses in medicine, and if possible graduation from a medical college with supplementary train-

ing in a library school or first-rate library, is undoubtedly the best way to success in the medical library.

Allied in certain ways to the medical library, although differing from it at times both in scope and method of work, is the institutional library. During the last decade libraries have been used with much success in connection with those physically or mentally unwell, and also with others—delinquents, prisoners, and those confined for one reason or another in institutions. Among such institutions may be named the hospital, the sanitarium, the asylum for the feeble-minded, the insane, the blind, the deaf, the dumb, the reformatory, the prison, the school for juvenile delinquents, the home for inebriates and for the aged and infirm. All these institutions, it will be noted, are concerned with the custodial care of those who are either mentally, physically, educationally, or in some other way subnormal. The primary motive of those to whom the care of these dependents, delinquents and defectives is entrusted is, if

possible, to restore their charges to normality and to economic self-dependence.

That certain books may help as a means of diversion for persons afflicted with some form of mental disease or physical ailment is now well recognized. Such books being rather for recreation than for instruction, must not require close attention or concentration. Fiction, biography, travel, books of outdoor life and light scientific literature have proved themselves best, but for those too ill to read, illustrated books and picture books are to be preferred. The library in the hospital and sanitarium, where properly administered and used, is found helpful in speeding convalescence and in preventing nervous diseases and incipient dementia. It is an aid in the education of the feeble-minded, in developing higher ideals, morale and improving the mentality of those confined in prisons and reform schools.

Thus from a therapeutic and educational standpoint, these libraries are of immeasurable value. But they have also won favorable recognition as a source of happiness to those

who are shut off from the outside world and sometimes from their fellows. Happiness is not only an incentive to poise, but also a condition predisposing to mental health. The institutional library has therefore come to be welcomed by physician, nurse and inmate. Sometimes it is managed by a nurse, sometimes by a librarian, sometimes as effectively by an inmate, although in the latter case supervision is necessary.

In Iowa and Minnesota the organization of all institutional libraries is in the hands of a state library organizer under the State Board of Control. In Nebraska the State Library Commission supervises the institutional work. In some cases a small yearly contribution from each state institution enables the purchase of many books which are then sent about as travelling libraries. Thus in Minnesota each hospital pays $50, for which it receives the best books in turn, and at the end of the year becomes the possessor of fifty volumes as a permanent addition to its library.

The main requirements of an institutional

library are an adequate annual appropriation, a trained librarian and an organized central library. Of the three the librarian is the most important. She must know how to select books wisely and economically, how to classify and to catalog them, how to install such methods of record keeping and use as are common to efficient library administration, and above all how to bring book and reader together. Hers being a work akin in certain respects to hospital social service, she must have the willingness as well as the ability to serve, and, in a measure, the attitude of the social worker. A cheerful spirit, a broad, human sympathy, and a kindly, but not sentimental disposition, are great helps in this field. For the institutional librarian is not merely a dispenser of books. Hers is an opportunity for influence on those in the shadow of ill-health and imprisonment, who are apt to brood and to regard the future with misgiving. Can she help them back to health and to self-support? That is her opportunity and her measure of success.

There is yet another phase of the work of

the institutional library. In some medical institutions the library is as much an active aid in scientific research as in custodial care. Never was the dependence on printed sources or on organized information bureaus so great. The medical library connected with the hospital or laboratory is winning as secure a place for itself as the business library has in its particular sphere. To it comes the surgeon in doubt regarding the technic of an operation which he must perform, the physician confronted with a difficult case, the house officer, the nurse and the medical student. Thus Doctor Osler writes: "Postgraduate education is largely in the hands of the libraries. Take an illustration of my own experience the last ten days. In a complicated unusual type of war-shock case about which I asked my own books in vain, the answer was easily found in the Royal Society of Medicine Library." He states also that: "For the teacher and the worker a . . . library . . . is indispensable. They must know the world's best work and know it at once. They mint and make current coin the

ore so widely scattered in journals, transactions and monographs. The splendid collections which now exist in five or six of our cities, and the unique opportunities of the Surgeon General's Library, have done much to give to American medicine a thoroughly eclectic character."

In the hospital library, for example, there are medical records to be kept, analyzed, recorded and filed. Case histories must be copied and abstracted, and the records themselves to be helpful must be cataloged by anatomical region affected, by diagnosis and by other important features. In the medical as in other types of libraries, the librarian must play the part of a walking encyclopedia and a perpetual mine of information. Hers is a work rarely lacking in human interest and in inspirational contact. But to do her work well, she must know. Knowledge is disciplined thought and the librarian who has trained herself for disciplined thinking and work will find in her field, be it great or small, the same joys and the same rewards that come to the executive and to the skilled assistant in other branches of human activity.

CHAPTER XIII

Technical Libraries

Scientific research in industry is yet in its infancy. It has, however, received a great impetus from the war and both in the United States and in England the Government is officially aiding in its extension.

In 1915 the Society of Chemical Industry in England, after extended discussion at its annual meeting, passed a resolution "that the establishment of technical libraries throughout the counties is of urgent material importance." The Committee on Adult Education of the British Ministry of Reconstruction has in its recent reports pointed to the lack of facilities for technical education and has recommended the wider extension of technical libraries throughout the United Kingdom. The Privy Council has been urging associations of British employers to engage in industrial research, and has been

assisting them to establish laboratories and libraries to facilitate such research.

The comparative paucity of technical libraries in Great Britain creates a problem more difficult than that confronting the United States, for in our own country public libraries are much more highly developed, almost all of the larger and many of the smaller having special technical collections. In Los Angeles, Grand Rapids, Pittsburgh, Boston and New York, for example, special technology departments have been established in the local public libraries.

That the special library has a fundamental place side by side with the laboratory has been definitely recognized by experts. Thus Arthur D. Little, one of America's leading chemists, in his presidential address before the American Chemical Society in 1913 on the subject of "Industrial Research in America," stated that "These laboratories should each be developed around a special library, the business of which should be to collect, compile and classify in a way to make all instantly available, every scrap of infor-

mation bearing upon the materials, methods, products and requirements of the industry concerned. Modern progress can no longer depend upon accidental discoveries. Each advance in industrial science must be studied, organized and fought like a military campaign." Approached recently regarding his attitude on the same subject, Doctor Little stated: "In the seven years which have elapsed since that was written my conviction of the essential soundness of the proposition there laid down has broadened, until I now regard the special library as not merely the heart, but the arterial system as well of any adequately organized research laboratory. As it is the function of such a laboratory to extend our knowledge, it cannot function properly unless its working units are strengthened and refreshed and stimulated by the constant stream of facts, theories, and opinions which it is the purpose of the library to supply. Moreover, since research is essentially pioneering, the pioneer should start from the borderland of that great body of organized knowledge which we call science,

with which his lines of communication must be well maintained as he advances. The scientific imagination is merely logic in flight, and the flight must start from the solid ground of fact."

In any scientific research study absolute familiarity with the state of knowledge and of experimentation to the time of inquiry is essential. Thorough acquaintance with experiments made and with theories advanced is basic to further progress. Andrew Carnegie has said: " In the course of my experience as a manufacturer, I know our firm has made many mistakes by neglecting one simple rule, never to undertake anything new until your managers have had opportunity to examine everything that has been done throughout the world in that department. Neglect of this has cost us hundreds of thousands of dollars and we have become wise."

A technical library has been defined as " a collection of books and other material relating to the application of science to industry, and, specifically, to manufacturing industries, engineering and applied chemistry."

The technical library is not merely a repository. Well classified and cataloged as may be its books and pamphlets, complete as may be its collection of facts, excellent indeed as may be the library technic displayed, it falls short of its ultimate purpose if it does not consciously and aggressively reach out for the information necessary in the work of the establishment with which it is connected and bring it promptly and in proper form to the attention of those who may profit by it. The librarian in the technical library must have then a thorough knowledge of the mechanics of librarianship. Order and accuracy in the technical library as in any other, are basic to satisfactory work; without the ability to organize scientifically the material which may come into the library, the librarian is at sea and the information is as valueless as if it did not exist. Knowledge of library technic is in itself, however, not sufficient; the librarian must have the capacity of applying it to the special material and problems at hand. A certain amount of ingenuity is frequently required; the librarian

with a " single track mind " is apt to find the work beyond his abilities.

Organization of the material for use is only the first step. To be " a paying proposition " the technical library must actually be used. This means that the librarian must sense the significance of the library accessions and be able to discriminate between the important and the unimportant, between the valuable and the worthless. The average person regards all printed matter with a certain reverence and attaches the same weight to one printed article as to another. The technical librarian, however, must be a specialist, and if he is actually to make his position felt and have his library regarded on a parity with other departments, he must be capable of advising regarding not only available literature on a given topic within the scope of the library, but also as to its reliability. He has been referred to as the consulting analyst in the use of print. To be able to advise, knowledge is obviously necessary. The technical librarian must, therefore, possess a thorough understanding of the

science or sciences with which his work brings him in contact, and an intimate familiarity with its literature. A sound general education is equally essential. Technical librarians who have been approached for an opinion are all agreed that the man or woman looking forward to a successful career in the work should have at least a college education or its equivalent. Specializing in the sciences, with some laboratory work, is also advised.

The technical librarian must also possess what is referred to by one as " the analyzing knack: That is to say, the ability to dig up all the factors involved in the special problem in hand, to separate the essential from the non-essential and to present in the last degree of condensation all the facts pertinent thereto." The preparation of such reports is in itself a part of research. To prepare them the librarian must know intimately every activity of the organization of which the library is a part, and the work on which various departments and persons are engaged. In addition, a sense of discrimination regarding the important and useful infor-

mation, and the ability to condense this into a clear, short, yet complete monograph, kept constantly up to date, is necessary. The preparation of such reports and descriptive bibliographies is an important function of the technical librarian.

A prominent technical librarian, C. B. Fairchild, of the Philadelphia Rapid Transit Company, has said: "It is a real job for any man or woman. It calls for breadth of vision, highly specialized training, a degree of literary capacity, infinite patience, a non-quenchable cheerfulness, and, above all, the analytical instinct. The library itself is not the chief requisite, but rather the knowledge of where and how the essential information can be obtained. The sources of information to be utilized are myriad, and I stop to mention only two as typical, namely, the columns of the technical magazines and correspondence with other specializing librarians."

That the next decade will see the establishment in industry, by individual manufacturers, corporations or associations of technical and engineering libraries on a large scale

is certain. As has already been indicated, the war has given a great impetus to industrial research. Governments and scientific associations are actually engaged in educating industrialists as to the importance of research to national welfare. Prominent students and scientists have been no less outspoken. It would seem, therefore, that the technical library will offer a continually expanding opportunity for service.

CHAPTER XIV

Theological Libraries

Theological libraries may be divided, either according to their accessibility or non-accessibility to the public, or according to their connection with specific institutions, such as the seminary, the church, the cathedral, the Sunday school, the religious association or society, the mission, reading room or settlement.

The priestly class has from time immemorial had a reputation for learning, the word doctrine itself meaning nothing else than teaching. The clergy were the teachers of men before modern educational methods came into being, and they have not only been the makers but the preservers and disseminators of many books. It is, therefore, not surprising to find almost every priest, minister, or other religious teacher supplied with an effective library of his own or possessed of the right of access to some available general

theological library, or to one maintained by his particular sect or denomination. These libraries are not necessarily confined to works on religion and ethics. Economic and social problems so touch life at every point, that he who would truly minister to his flock and appreciate the conditions under which men live and labor, must have in addition to other literature a certain number of the better works on economics and sociology.

Most of the public theological libraries are found in connection with theological seminaries or schools. In many cases the latter are departments of larger institutions. Thus the Yale Theological Seminary is a part of Yale University, the Andover-Harvard Theological Seminary a department of Harvard, the Boston University Theological School a college within Boston University. The libraries of such theological schools will differ necessarily from those that are not maintained as parts of universities or other institution. They can depend to a considerable extent on the large general university library; hence their own collections are apt to be small

in size and likely to be confined solely to religious literature. This is not the case with the independent theological library cut off from access to neighboring general libraries; therefore, while concentrating its energy on theological literature, it will of necessity be forced to devote much attention to building up a general collection.

It has been said that the library is the heart of the theological seminary. Certain it is that it is a great influence in ministerial education and in religious research, and an important aid in assuring an informed and cultured clergy. Moreover, if the clergy are to know whatever is to be said in favor of and against each doctrine which they are called upon to uphold, they must be familiar with the contents of books and will have need of reference to many authoritative works. Thus candidates for the D.D. degree in Catholic universities and seminaries are required in the presence of learned theologians to defend successfully a number of difficult theses. This they can do after they have learnt how to

use successfully the theological libraries to which they have access.

Theological libraries are attached to most Episcopal residences; in addition such denominational associations as the American Unitarian Association and the American Congregational Association also have well-developed libraries devoted mainly to the literature of their respective denominations. In the General Theological Library at Boston, Mass., all ordained clergymen in New England have the privilege of borrowing books; those who live more than twenty miles from Boston may have books sent to them by mail, the postage both ways in such cases being met by the library. This library, which is unique in many respects, was formed in 1860 by several prominent clergymen of different denominations, who associated themselves as "proprietors of theological and religious books of all communions."

To those unfamiliar with the activities of special libraries, work in the theological library does not appear particularly attractive. This is due partly to failure to appre-

ciate the significance of theology as a profession, partly to inability to understand the place and practical contribution of religion in daily life. The modern clergyman in his work acts as a teacher, counsellor, inspirer, consoler, social worker and lecturer. Like men in other professions, he must remain the greater part of his life a student. Thus, it is that the theological library comes to be to him an indispensable tool.

Training in the fundamentals of librarianship is naturally prerequisite. But beyond this the librarian in the theological library should have a broad general education, a familiarity with church history and literature, and a willingness to be of personal service.

The Sunday-school library differs from the general theological library in that its aim is confined mainly to meeting educational needs. Since the purpose of the Sunday school is education, the Sunday-school library is an agency to further religious education. Those whom it serves are of necessity divided into various groups according to age, mentality and familiarity with religious subjects,

hence the Sunday-school library must be a graded library. Such material as it has is kept for a specific purpose; irrelevant matter has no place on its shelves.

The Sunday-school library has not only story books for the young, but also illustrative material in the form of models, maps and pictures to make the Bible study and other parts of the curriculum real and vivid. It generally has also a fair collection of missionary literature and of the better religious works, a selected list of books on the art of teaching and on educational psychology, copies of local and other religious papers and such Sunday-school magazines as are needed. Questions relating to religious music, to preparations of programs for specific occasions, such as Easter, Christmas, holy days or occasions of significance in the history and development of religion, to home reading either of children or grown persons may come to it, and the librarian must be prepared to give competent advice and assistance. Since Sunday-school libraries are designed to serve teachers as well as students, whether grown

persons or the young, the library will, therefore, not only be the workroom but also the museum of the Sunday school.

The Sunday-school librarian should have in addition to a knowledge of the mechanics of library science, a good training in religious education. Such training may be obtained from courses in a university or theological school, or through teacher-training institutes or courses in religious education in the community in which the student resides. A knowledge of the fundamentals of Sunday-school organization and management, and, even more important, a thorough Biblical background are indispensable.

CHAPTER XV

State, Legislative Reference and Municipal Reference Libraries

The importance of having at the seat of government in each state a library for the use of state officials and employees, as well as for the executive, legislative and judicial departments of government was early recognized by almost all of the states. The same reasons that have impelled the formation of other types of libraries operated in the case of the state libraries.

In the first place, the state library serves as a repository for and a place of reference to state documents. Each of the states publishes and preserves its own official records. Such records include the journals of both houses of the state legislature, bills or resolutions introduced in or passed by either house, reports by legislative committees or special bodies authorized by the state, state laws and legislative manuals, decisions of the supreme

School libraries form an important part of education both in the high school as pictured above and the elementary school shown below.

court and other courts of appeal, annual reports of the various state officials, and those of departments or institutions, such as the departments of agriculture, industry or labor and health, the state hospitals, the institutions for the deaf, dumb, blind, aged, criminals, insane and other classes. In short, any document bearing on the official life or activities of the state must be preserved and no better or more fitting place exists than the central state library.

Furthermore, our political life and interests are so interrelated that for the different states to live in harmony with one another, each is under the necessity of knowing what the other states are doing. The Constitution of the United States specifically provides that " full faith shall be given in each state to the public acts, records and judicial proceedings of every other state," thus clearly recognizing their mutuality of interest. The states, therefore, collect and also preserve state documents other than those of their own states, both because of the information and guidance which their officials and citizens will

derive from a study of these, and because of their need to be informed of the legal and official activities of other states.

For the same reasons the state libraries find it necessary to be a repository for official publications of the federal government. In fact, the state libraries have, as a rule, the best collections of documents within their respective states. Under the federal laws regulating the office of the Superintendent of Documents of the United States, each state library is recognized as a depository for federal publications, and only as it makes these accessible to and encourages the use of these by its officers and citizens, does it serve both the federal government and them.

In addition to its official documents, the life of the state is recorded and best interpreted in those publications having direct reference to it. Such works as biographies of its more prominent citizens, county and state society histories, local directories, records and newspapers, and in general books dealing with the political, social, industrial and educational life must be preserved since

these illuminate and enrich its own official records.

Inasmuch as legislation requires a knowledge of fundamental and of existing law, almost all of the state libraries have collections of law books. The functions of some of the state libraries are largely those of law libraries; this, for example, is the case in Alabama, Minnesota, Missouri, Oklahoma, Utah, West Virginia and Wisconsin. In seventeen other states separate law libraries are maintained by the state in addition to the existing state libraries.

While the state libraries exist to serve the citizens of the state, their first service is to the state legislators, officials and employees for whose specific use these libraries have primarily been created. In the early days of the Republic, national life was much more simple than it is to-day. Communities were smaller, and the legislator not only understood the problems confronting his constituents but was intimately familiar with most of the problems confronting the nation. To-day conditions are different, due mainly to the greater com-

plexity and increased number of problems. From a simple agricultural basis and a simple machine industry, great industrial enterprises have sprung up, giving rise to changed economic and social conditions. City life and community life have become more involved and more complex, calling thereby not only for more legislation, but greater care in drafting it. All these developments have considerably augmented the responsibility of the legislator and have forced him to rely on others for information as a basis for action.

It should be noted further that modern legislative sessions are comparatively short. In this short period, the average legislator, no matter how great his intelligence, finds it well-nigh impossible to secure an intimate acquaintance with the questions involved in, or that have given rise to, the demand for particular legislation. Frequently he has political and social duties which serve further to minimize his time. On the other hand, research organizations, economists, sociologists, educators and others are continually adding

to our stock of available information, and this information at times forms a basis for or serves as a guide in legislation. In addition, the newspaper, the magazine and pamphlet do much to formulate and influence public opinion. With these studies and with the steady output of the press, the modern legislator can neither keep up nor be expected to have a complete acquaintance.

It is here that the state library, and the legislative and municipal reference libraries step in. They stand between the legislator and the public, interpreting to him sympathetically from every angle the latter's problems. They stand between him and the student or research organization, interpreting the meaning of their research. They digest information bearing directly on legislation and place it before the legislator in such form that he can understand what is being considered. They inform him of the history and results of similar legislation, they supply copies of bills introduced in the same or in other states, and they acquaint him through newspaper clippings and other means with

the trend of public opinion. They aid him in the preparation of speeches on questions being considered, and in some states even aid him in drafting bills to secure specific legislation.

Dr. Charles McCarthy, a pioneer in legislative reference work, whose activities have won him a national reputation, describes this phase of the work as follows:

"We are convinced that the best way to better legislation is to help directly the man who makes the laws. We bring home to him everything that will help him to grasp and understand the great economic problems of the day in their fullest significance, and the legislative remedies which can be applied and the legislative limitations which exist. We must take the theory of the professors and simplify it so that the ordinary layman can grasp it immediately and with the greatest ease. His work is new to him, he is beset with routine work, he has to have conferences with his friends upon political matters, he is beset by office-seekers and lobbyists and he has no time to study. If he does not study

or get his studying done for him, he will fall an easy prey to those who are looking out to better their own selfish ends. Therefore we must shorten and digest and make clear all information that we put within his reach. This is a tremendous task but not an impossible one."

Nearly all of the state libraries do some legislative reference work, although the character of this varies with different localities. In some states legislative reference bureaus or departments have been provided; in others, the service is performed as part of the general work of the state library.

What has been said of the state applies in equal degree to the city. To-day about half of the population of the United States is to be found in cities, as against somewhat more than one-third in 1890 and about one-tenth in 1800. New York City alone has a population greater than that of any state except its own. Chicago's population exceeds that of any of forty states in the Union. The ten leading cities in the United States comprise over one-eighth of its total popu-

lation. Life in any of our larger cities gives rise to more vital issues and problems with which the city aldermen or councilmen are called upon to deal than confronted the entire nation in its early days. State and city government is a business, and serving the state or municipal official is really serving the business man in public employment. There is, therefore, the same need and opportunity for service as in business librarianship in private employment.

In the past the state library was frequently regarded as a political plum, and the thought of civic obligation was often lacking in the appointee. Recognition that the state library must render definite service in return for its support at public expense has, however, of late become quite general.

The fact that in fourteen states women are in charge of the administration of the state libraries, shows that the work here as in other types of libraries is open to those of merit, irrespective of sex. Salaries range from $800 to $5000 a year. Conditions of work are similar to those obtaining in other

state offices. Employment in state, legislative reference and municipal reference libraries in other than executive positions rests with the librarian. In twelve states—Delaware, Georgia, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, New Mexico, Pennsylvania, West Virginia and Wyoming—the state librarian is appointed by the governor. In Louisiana and in Rhode Island appointment is made by the Secretary of State, and in Kentucky, Mississippi and South Carolina appointment is made by the legislature. In the remaining states, the state librarian is named by boards composed either of state officials, state officials and citizens, or of citizens exclusively.

For work in a state library a good economic training, a familiarity with the agencies of government, and also with the numerous publications issued by them, is essential. A knowledge of law is a great help. Aside from thorough intimacy with the mechanics of librarianship which is always presumed, personality, willingness and ability are the foundations of success. The qualifica-

tions predisposing for work in legislative reference and municipal reference libraries do not vary in any appreciable degree. The librarian of the Municipal Reference Library at St. Louis, Mo., has summarized them as (1) "Library training"; (2) "Training in city government and in investigation. . . . No librarian should be a person incapable of making investigations and presenting their results in a scholarly manner"; (3) "Ability to know and get on with his fellow-citizens, particularly in the City Hall. . . . He must be what is called 'a good mixer'"; and (4) "Political tact, including a non-partisan attitude on public questions in his official capacity."

CHAPTER XVI

Library Commissions

The rapid development of public libraries in the United States led the several states to establish library commissions These commissions are charged with the duty of promoting library interests within the state. This they do by aiding in the establishment and better organization of the public libraries, by supervising them, extending financial or other aid when needed, and by other means such as instituting travelling libraries, and school and institutional libraries.

In the small urban community, for example, the library income, where a library does exist, is generally limited and the service as a rule is inexperienced. Since such small communities in all of the states vastly outnumber the larger cities, the field for work with them is rather extensive. Furthermore, in the smaller town that wealth of private and public educational agencies of various kinds

which obtains in the large city does not exist; consequently, with the paucity of educational agencies the need of a good library rendering as efficient service as possible is all the more pressing.

The same applies in even greater degree to rural communities. While the number of books accessible to persons through libraries has increased greatly, the fact is that many millions of persons living outside the cities have no access to libraries. Of the 2964 counties in the United States, 794, or 27 per cent., have one or more libraries of not less than 5000 volumes. The other 2170, or 73 per cent., do not possess libraries properly equipped to give an adequate service. Of the forty-eight states in the Union, thirty serve less than half of their population; six states through their public libraries reach less than one-tenth of their residents, and one less than 2 per cent. These figures indicate at once both the splendid opportunity for further library development, and how much work still remains to be done by the state library commissions and similar library agencies.

Recognition of the library's part as an

agency in public education has led to the feeling that the state should in some manner foster and encourage the growth of public libraries, exactly as has been done with schools. Many of the commissions are now in position to render some such aid.

In addition the commissions serve as information centers for the libraries of the state. They help to bring together those seeking employment and those looking for workers. In some cases, as in California and in Wisconsin, they conduct library schools; in others, as in Indiana, Michigan, Minnesota, New Jersey and Pennsylvania, they conduct summer sessions. In Massachusetts the Commission pays the tuition of promising untrained librarians while in attendance at the Simmons College summer sessions. The commissions can supply information, perhaps better than other agencies, not only regarding library conditions and opportunities in the state, but through their trained staffs can give expert advice on how to improve and extend existing library service.

It will be seen, therefore, that the work of the state library commissions is entirely

constructive and frequently of a pioneer character. It requires an intimate knowledge of library technic, of community need and resources. It entails broad vision, sympathetic understanding and above all executive ability. A former agent of the Massachusetts Free Library Commission won for himself the title of "the travelling bishop," descriptive both of the estimation and affection with which he was regarded. Work with the library commissions combines the spirit of the executive and the scientist with that of social service, for here one must not only be able to do, but know how, and have the willingness to do for others without thought of personal benefit.

State library commissions exist at present in thirty-seven states. In a few states such as in California, New York and Utah, the state library or the state board of education, in lieu of a library commission, exerts the functions that such a commission would have.

On the following pages is a list of state library commissions, or of state agencies serving in such a capacity, together with their addresses and the names of those in charge:

State	Name of Commission	Location	Person to Address
Alabama	Division of Educational Extension of the Department of Archives and History	State Capitol, Montgomery	Mrs. Marie B. Owen, Director.
Arkansas	Arkansas Library Commission	Little Rock	George B. Rose, Chairman.
California	State Library	Sacramento	Milton J. Ferguson, State Librarian.
Colorado	State Library Commission	Fort Collins	Charlotte A. Baker, Secretary.
Connecticut	Public Library Committee	State Capitol, Hartford	Mrs. Belle H. Johnson, Library Visitor.
Delaware	State Library Commission	State Library, Dover	Earl D. Willey, Secretary.
Georgia	Library Commission	State House, Atlanta	Charlotte Templeton, Organizer.
Idaho	State Library Commission	State House, Boise	Ethel E. Redfield, Secretary.
Illinois	Library Extension Commission	Springfield	Anna M. Price, Secretary.
Indiana	Public Library Commission	The Capitol, Indianapolis	William J. Hamilton, Secretary.
Iowa	Library Commission	State Historical Building, Des Moines	Julia A. Robinson, Secretary.
Kansas	Travelling Library Commission	State Library, Topeka	Mrs. Adrian L. Greene, Secretary.

State	Name of Commission	Location	Person to Address
Kentucky.....	Library Commission	The Capitol, Frankfort	Fannie C. Rawson, Secretary.
Maine.....	Library Commission	State Library, Augusta	Henry E. Dunnack, Secretary.
Maryland.....	Public Library Commission	Enoch Pratt Free Library, Baltimore	Mrs. Charlotte Newell, Secretary.
Massachusetts....	Free Public Library Commission	State House, Boston	E. Louise Jones, General Secretary.
Michigan.....	State Board of Library Commissioners	State Library, Lansing	Mrs. Mary C. Spencer, Secretary.
Minnesota.....	Public Library Commission	The Capitol, St. Paul	Clara F. Baldwin, Secretary.
Missouri.....	Library Commission	Capitol Annex, Jefferson City	Elizabeth B. Wales, Secretary.
Nebraska.....	Public Library Commission	The Capitol, Lincoln	Nellie Williams, Secretary.
New Hampshire...	Public Library Commission	State Library, Concord	Grace E. Kingsland, Secretary.
New Jersey.....	Public Library Commission	State Library, Trenton	Sarah B. Askew, Organizer.
New York.....	Educational Extension Division of the State Education Department	State Library, Albany	William R. Watson, Chief.
North Carolina...	Library Commission	State House, Raleigh	Mrs. Mary B. Palmer, Secretary.

North Dakota....	Public Library Commission	The Capitol, Bismarck	Anne E. Peterson, Deputy Librarian.
Ohio.....	Board of Library Commissioners	State Library, Columbus.	John H. Newman, Secretary.
Oklahoma.....	Library Commission	Oklahoma City	Mrs. J. L. Dale, Secretary.
Oregon.....	State Library	State House, Salem	Cornelia Marvin, Librarian.
Pennsylvania.....	Library Extension Division, State Library and Museum	State Library, Harrisburg	Robert P. Bliss, Chief.
Rhode Island.....	State Committee of Libraries	State House, Providence	Walter E. Ranger, Secretary.
South Dakota....	Free Library Commission	Pierre	Leora J. Lewis, Field Librarian.
Tennessee.....	Director of Library Extension	State Library, Nashville	Mrs. Pearl W. Kelley, Director.
Texas.....	Library and Historical Commission	State Library, Austin	Elizabeth H. West, Librarian.
Utah.....	Department of Public Instruction	Salt Lake City	Mary E. Downey, Library Secretary.
Vermont.....	Free Library Commission	State Office Bldg., Montpelier	Ruth L. Brown, Secretary.
Virginia.....	State Library	Richmond	H. R. McIlwaine, Librarian.
Washington.....	State Library Commission	State House, Olympia	J. M. Hitt, Librarian.
Wisconsin.....	Free Library Commission	The Capitol, Madison	Clarence B. Lester, Secretary.

These state commissions are federated in a national association called the League of Library Commissions, which is in turn affiliated with the American Library Association. The League meets annually at the time of the midwinter meeting of the American Library Association in Chicago. It issues various publications, among them a *League of Library Commissions Handbook,* which not only describes the work of each commission, its personnel, publications and contains other pertinent information, but also gives references to the best literature for those desiring to secure a more intimate acquaintance with commission activities.

Inasmuch as the state library commissions serve in the capacity of consulting experts, opportunities for employment with them are naturally limited to those of superior training and ability. For those seeking advice as to opportunities for library training or employment in a specific state, no better recourse can be had than to the commissions. The commissions are always glad to advise with persons planning to prepare themselves for

librarianship as a profession, and also with individuals, corporations, libraries and similar institutions either seeking specific information regarding libraries and their development, or interested in securing special training for their assistants.

CHAPTER XVII

Training Schools and Agencies

A number of schools offering special training designed to prepare for library work exist. All these are connected with institutions that offer facilities for practice work. The students are thus given a thorough training and a background of experience that varies with each institution. The names and locations of these schools [1] are:

Washington State

University of Washington Library School, Seattle

California

Library School of the Los Angeles Public Library, Los Angeles
Riverside Library Service School, Riverside
University of California, Berkeley

Wisconsin

University of Wisconsin Library School, Madison

[1] The Washington, D. C., School for Secretaries has recently announced a Course for Business Librarians under the personal direction of Miss Adelaide R. Hasse.

TRAINING FOR LIBRARIANSHIP

Illinois

University of Illinois Library School, Urbana

Missouri

St. Louis Library School, St. Louis

Ohio

Western Reserve University Library School, Cleveland

Texas

University of Texas, Austin

Pennsylvania

Carnegie Library School, Pittsburgh

New York

Library School of the New York Public Library, New York
New York State Library School, Albany
Pratt Institute School of Library Science, Brooklyn
Syracuse University Library School, Syracuse
University of Buffalo, Buffalo

Massachusetts

Simmons College School of Library Science, Boston

Georgia

Library School of the Carnegie Library of Atlanta, Atlanta

The obvious first task of anyone considering attendance at any of these library schools

is to secure a copy of the school catalog. The courses given vary with each school, and while all prepare for general library work, some aim also to train for service of a specific kind. Some of the schools, for example, design their courses to fit their students for work as heads of small libraries or as assistants in larger libraries. Others aim more particularly to train for special types of libraries in their state. This was the case, for example, with the California State Library School.[2] In some of the schools courses are given which will prepare the student for special work, as children's librarian, high-school librarian or for work in a business library. Some of the schools, like those at the University of Illi-

[2] This school was discontinued in May, 1920. Mr. Milton J. Ferguson, Librarian of the California State Library, writes: "At the May meeting of the Board of State Library Trustees it was decided to discontinue the California State Library School. The University of California at Berkeley has recently established a library school department which is giving very good service. As a step in the economy of funds and effort, the State Library will coöperate with the University in maintaining a satisfactory school, and at the same time make every effort to extend library service throughout the state."

nois, Syracuse and the University of Washington, make possible the combination of a college and library course, leading to a bachelor's degree from the college or university, and a diploma from the library school. A few of the schools accept high-school graduates, although the preliminary educational requirement is being raised among them to include at least two years of college work or its equivalent. Several schools accept only those who can show graduation from an approved college.

Fees for tuition vary. In some cases no fee is charged. In the majority of schools it ranges from $50 to $100 a year. Similarly the cost of living accommodations varies from locality to locality, although an expenditure of $40 to $50 a month generally is regarded as sufficient for rent and board. In most of the schools a trip to neighboring libraries and representative libraries in other states is made prior to graduation; the cost of these trips ranges from $25 in the lowest instance to $60 in the highest. Only a study of the library school catalog and consultation with

the head of the library school can enable the prospective student to estimate the required expenses for the course. Scholarships and loan funds for worthy students are available in some of the schools. In a few paid practice work may, with the approval of the library school head, be arranged.

The length of the courses varies from one to two years. In some four years' attendance is required. Courses given vary from school to school, although in the main the subjects covered are much alike. All schools, for example, require their students to take such fundamental courses as those dealing with library management, classification, cataloging, book selection, history of libraries and of printing, government documents, library buildings and library legislation. All require some practice work before graduation. Field work, involving visits to libraries in the vicinity of the school and in other places, is required without exception.

A typical course, that of Pratt Institute, is outlined below:

TRAINING FOR LIBRARIANSHIP

Outline of the Course

Pratt Institute School of Library Science

Administrative Courses

Administrative Problems
Book Buying
Branch and Department Administration
Business Methods
Civic Institutions
History of Libraries
Library Buildings
Library Legislation
Library Printing
Survey of Library Field
Work with Children

Technical Courses

Classification, Decimal
Classification, History of
Cataloging, Principles of
Cataloging of Maps
Cataloging Subject Headings
Government Documents
Library Economy
Indexing
Technical French
Technical German
Elementary Italian (Elective)

Book Courses

Book Selection—Principles
Editions
Publishers
Appraisal of Fiction
Appraisal of Periodicals

Children's Books
Reference Books
Bibliography—General and Subject
Bibliography—Trade
Questions of the Day
Story Telling (Elective)

Field Work (visits to libraries, binderies, auctions, etc.)
Spring Trip One Week

Practical Work in Pratt Institute Free Library
Cataloging Department
Circulating Department
Children's Department
Reading Room
Reference Departments

Most of the schools require the candidate to pass an entrance examination. These examinations are not technical in character. They are designed to test the general information of the candidate, especially his knowledge of literature, history, current events, and at least one modern language, generally either French or German. Many of the schools issue specimen sets of questions which have been asked in previous examinations. Below is a sample question paper used at one of the schools.

Supplementing the public libraries, industrial firms all over the United States are providing literature and reading rooms. The upper picture illustrates the library of a national manufacturer in New York, and the lower, the periodical and general reading room of a great copper mining concern of Arizona, which is maintained not only for employees but for residents of the community.

TRAINING FOR LIBRARIANSHIP

Specimen Entrance Examination Paper

(Library School of the St. Louis Public Library)

History and Current Events

1. What European countries took part in the discovery and settlement of the Western Hemisphere; what portion was covered by each?
2. Describe the growth of the free cities of Italy, France, and Germany, and show the relation between this growth and the Crusades.
3. Show how the monastic orders benefited the people of Western Europe in the Middle Ages in other than religious matters.
4. For what were the following men famous and when and where did they live?

Nelson	Peter the Great
Mazarin	Confucius
Garibaldi	Alfred Nobel
Wolsey	Anthony Vane
Cervera	Farragut

5. Write fully on the public services of any two of the following persons:
   - Benjamin Franklin
   - John Jay
   - Robert Morris
   - Herbert Hoover
6. Describe briefly the different forms of government which France has had since 1815, and explain the causes of the several changes.
7. What is meant by five of the following terms;
   - Conservation and reclamation
   - Employers' liability

Industrial Workers of the World
Conservation and reclamation
Income tax
Open shop
Great white plague

8. Discuss briefly:
   (*a*) How does the immigrant affect our national life?
   (*b*) How does our national life affect the immigrant?
9. What positions are held by the following men?
   Harry A. Garfield
   Joseph P. Tumulty
   Philander P. Claxton
   Arthur T. Hadley
   David Franklin Houston
10. Write a page on the topic:
    Rome is historically the most interesting city in the world.

English Literature and General Information

1. Write a page on the scope of the novel as compared with the drama.
2. Contrast any two poets who appeal to you strongly, but for different reasons.
3. Characterize in a sentence each of the following persons, giving nationality and approximate dates:

Galileo	Caxton
Verdi	Doctor Johnson
Michael Angelo	Turgenieff
Pestalozzi	Edgar Lee Masters
Linnaeus	Lord Dunsany

4. Give an appreciation (in 100 words) of two of the following authors: Ibsen, Kipling, Barrie, Chambers, Tarkington.

5. What is meant by the
   (*a*) Little Theatre Movement.
   (*b*) Drama League of America.

6. Who wrote the following? Answer 10.

Sartor Resartus	Faust
Age of Reason	Peer Gynt
Utopia	War and Peace
Life of the Bee	Oregon Trail
Divine Comedy	Jean Christophe
The Blue Bird	To a Skylark
Alice in Wonderland	

7. Describe in half a page the Anglo-Saxon period in English literature.

8. Identify the following characters by telling in what work each occurs, and characterize each in a few words:

Polonius	Mulvaney
Uriah Heep	Ariel
Doctor Jekyll	Nydia
Mrs. Malaprop	Mr. Squeers
John Alden	James Fitz-James

9. Name ten books which you would choose for your own private library.

10. Write a page on Shakespeare and the theater of his day.

(A passage for sight translation from a modern language accompanies the group of questions.)

In some of the schools, as at Pratt Institute, a test in typewriting is included in the examination. In all of the schools a knowledge of typewriting is assumed. All exam-

inations are held at the school at the time set. Where distance makes it difficult for the applicant to take the examinations at the school, the privilege of taking a local examination is generally granted, provided the local librarian will consent to conduct it.

Usually admission to the schools is possible only at the beginning of the school year. Accepted candidates who for any reason do not enter the school whose examinations they have passed, are generally required to take new examinations if they wish to enter in a subsequent year. Most of the schools require a personal interview with the applicant before admission. Some also make a preliminary practice period of about two weeks in some well organized library essential. Those desiring to enter any of the schools should write to the directors in charge and secure copies of the application blanks which must be filled out and submitted. In some cases a statement from a physician testifying that the applicant is in good physical health is required.

In the accompanying table information regarding courses, requirements, costs and other pertinent information has been included:

In addition to the library schools many public libraries, such as those at Brooklyn, N. Y., Cleveland, O., Grand Rapids, Mich., Detroit, Mich., Springfield, Mass., and Pittsburgh, Pa., have apprentice courses or special training classes which are designed to prepare for work in the institutions in which they are given. These courses include a short probationary period during which the student's fitness for the work is determined. The complete courses range in a majority of cases from three to nine months in length. No tuition fee is charged. Information regarding libraries providing such opportunities for training may be obtained from state library commissions (see Chapter XVI), or by applying to the local librarian.

In some of the states, as in Illinois, Indiana, Massachusetts, Michigan, Minnesota, New Jersey, North Carolina and Pennsyl-

vania, short intensive courses are given during the summer. Many of these are designed particularly for those employed in libraries and already possessed of some experience in the work. The state library commissions and the library schools are in the best position to give information regarding such summer courses.

CHAPTER XVIII

Library Associations

Over one hundred library associations and clubs exist in the United States. Some of these are national in scope, others are state associations and some are local clubs limiting their membership to specific cities or neighborhoods. On the whole, all of them are alike in object, since they exist to promote professional standards and further the interests of librarians.

Of the national associations the American Library Association, with its more than 4000 members, is the largest and most important. It was organized in 1876, and in its membership are to be found representatives of every library in the country of any significance. In its membership, too, are to be found the leaders of the profession and those who have helped or who to-day are helping to make American librarianship what it is. Its list of presidents and other officers includes many

notable names and the Association has always exerted a predominating influence. During the European War the Library War Service of the American Library Association came to be known from coast to coast and almost everywhere in the battle area; its story has been too well told to need rehearsal. The Association, commonly referred to as the A.L.A., is now engaged in coöperation with other national library associations in carrying out an Enlarged Program in keeping with progressive ideas of library service.

The association holds an annual conference in the late spring or early summer, and in addition holds each year a midwinter [1] meeting generally at about Christmas time. The annual meetings are held sometimes in one part of the country, sometimes in another; the midwinter meeting is held in Chicago. The meetings are generally well attended. The A. L. A. issues a quarterly *Bulletin* which describes its activities and which contains the proceedings of its annual meetings. These conferences provide a forum for con-

[1] Not an annual meeting of the whole A. L. A.

structive discussion of the problems of interest to librarians. In addition, the A. L. A. publishes various books and pamphlets dealing with library work; it aims thereby, and through its Executive Secretary's office, to serve as a clearing house of information on library questions and activities. The dues are $2 a year.

Next to the American Library Association the Special Libraries Association stands out both by virtue of the size of its membership and its valuable work in the field which it covers. Founded in 1909, the S. L. A., as it is commonly known among librarians, has come forward by leaps and bounds until its membership to-day comprises over 500 persons and institutions. The object of this Association is, according to its constitution, " to promote the interests of the commercial, industrial, technical, civic, municipal and legislative reference libraries, the special departments of public libraries, universities, welfare associations and business organizations." Its most constructive service has been done in connection with the development of

business libraries, and the S. L. A. is to-day engaged in close coöperation with the A. L. A. in giving practical advice and aid to business concerns in the organization of special libraries.

The S. L. A. is governed by an Executive Board and also an Advisory Council of representatives of commercial, financial, insurance, legislative reference, technical, industrial and welfare libraries. The association meets annually, generally at the same time and place as the A. L. A.; prominent business men attend and address its sessions. The Association has won for itself a unique place because of its insistent campaign in behalf of the practical use of available information, and because of its success in stimulating interest in business libraries and in extending special libraries to every field in which men earn a living. The S. L. A. issues an official magazine called *Special Libraries*, which appears monthly, except during July and August; this magazine contains articles descriptive of the development, work, and methods of special libraries, and notes im-

portant literature and events of interest to special librarians. It contains also practical bibliographies and reading lists on important subjects of timely interest. The membership fee in the S. L. A. for either institutions or individuals is $4 a year; this includes also a subscription to *Special Libraries.*

The National Association of State Libraries was organized in 1898 to bring together those employed or interested in state libraries, for the consideration of problems common to all. Its purpose is also to assist in the development of state libraries and increase their efficiency. While at first confined to state libraries, the Association was subsequently broadened so as to include legislative and municipal reference bureaus. The Association meets annually at the same time and place as the A. L. A. Its annual conferences bring together the most prominent state librarians in the country. Membership is of two classes. Regular membership open only to those connected with state libraries, state historical societies, state law libraries and other libraries doing the work of state libra-

ries, costs from $5 to $25 a year. The Association publishes a *Year Book* and a report of the proceedings of its annual convention. It is the best source to approach for information regarding work in state libraries.

The American Association of Law Libraries does for the law librarian what the A. L. A. does for the public librarian, and the S. L. A. for the business librarian. Founded in 1906, the Association has at present about 150 members, mostly librarians, but including also lawyers and others interested in law libraries. The annual dues are $2. The Association publishes regularly the *Index to Legal Periodicals and Law Library Journal* which contains not only pertinent information regarding the work of the Association, but also important notes of interest to the law librarian and an index to legal periodicals.

The Medical Library Association meets each year in May or June at the same time and place as the American Medical Association. Its membership includes both librarians and those interested in the care of

medical literature. Among its officers have been physicians as well as librarians; the Association includes 160 persons and institutions. It issues a quarterly *Bulletin of the Medical Library Association,* which contains addresses delivered at the annual meeting and news regarding the progress of medical libraries. An important work of the Association is the exchange of medical publications among its members; in this way useful and sometimes important publications are turned over to others who have need of them. This service to members is unique and may well be adopted by other associations.

The American Library Institute exists to encourage research, book publication and higher education in the field of library science. It is composed of about 100 prominent librarians. The Bibliographic Society of America brings together those interested in bibliography and rare books. The League of Library Commissions serves as a bond between the various state commissions.

State library associations exist in nearly all of the states. Their uniform aim is to

bring together those interested in library work and problems, to improve the condition of libraries and librarians within the state, through discussion and joint action to clarify thought on library matters and lay a basis for sound practice. *The American Library Annual* lists each year the names of existing library associations, the dates of their meetings and the names and addresses of their officers.

These associations are all glad to advise those considering librarianship as a life work, regarding the opportunities in the field or locality covered by them. They are in contact with librarians and know of openings for employment. They are glad also to welcome to their meetings those interested in libraries.

CHAPTER XIX

Filing as a Profession

Closely connected with library work and, indeed, a part of it is filing. In a general way it may be stated that the library's chief concern is the care of printed matter, whereas that of the filing department is the care of unprinted matter, mainly correspondence. This distinction cannot be carried too far, for in some instances the library is a part of the filing department, all matter of whatever nature on similar subjects being filed together, while in other cases the filing department is part of the library. The ideal arrangement and one which is rapidly coming to prevail in the larger business houses and commercial organizations, is to have an Information or Research Department, with the library and the files as two divisions functioning under it. The head of the Information Department in such cases is frequently an experienced librarian, familiar not only

with library and filing technic, but also with research methods and practice.

The development of the scientific spirit in business has led to the adoption of orderly and efficient method wherever possible. Filing has thus found a secure place for itself and the growing demand for trained and experienced file clerks is evidence of the increasing recognition of its importance as of the realization that correct filing is an art to be mastered only through special training and experience. The old method of entrusting the filing of essential papers to any minor clerk or stenographer is still met with in the smaller concerns, and persists mainly because the amount of correspondence and similar documents to be preserved is not so great as to have created the need for special file clerk or filing department. In the larger industrial or commercial establishment, where the business records are both numerous and complex, a filing system of some kind is necessary. Since effective service to the executive requiring any of these records demands speed and accuracy, a trained file clerk is essential.

Indeed the filing department is generally regarded as one of the most important in any business, and its effectiveness or ineffectiveness will be reflected in a like condition of other departments.

Equipment, whether machinery, tools, furniture or buildings, and men, no matter how important, can be replaced, but the records of a company if lost or destroyed can never be completely duplicated. Hence the importance of good record-keeping, for records so misplaced or misfiled as not to be available on demand, are for the moment as good as lost.

Necessary business documents may be filed according to various methods. These methods are predicated both on scientific order in arrangement and on sound practice. While the technic of filing may be mastered by experience in a first-class filing department, the theory and science underlying filing in general, and a knowledge of the numerous systems in vogue, and their applications in business, are generally best obtained through training in those schools of filing that exist.

Moreover that thorough intimacy with the work which the schools give, and which in practice makes every act so rich in meaning and yet so easy of understanding, and that infuses so much pleasure into work, is to be obtained from no other source than the schools. At present such schools of filing exist in various parts of the country.

As in librarianship, so in filing, women predominate. Nevertheless, both the nature of the work and the salaries offered are such as to attract men as well as women. It may be noted, however, that wherever men are engaged in filing work, they are generally employed as executives of their respective departments; yet their number is so small as to make the group almost negligible. For this reason filing is generally conceived as a profession for women.

Remuneration in the work varies, ranging from an average of about $15 to $20 a week for the beginner to between $75 and $100 a week for the expert. In general, the same working conditions as apply to office workers in business apply also to file clerks.

On the surface the work would appear monotonous; yet in fact it is as interesting as any type of office work. The complete reliance of the workers in the business on the file clerk to supply them with required documents and records of necessity, makes the task one of responsibility in which neatness, speed, accuracy and a sense of service and teamwork go far to assure success. Good physical health, tact and a sense of order, good temper and ability to get along with others are essential in this vocation. A good education, with the equivalent of high-school graduation as a minimum, is almost fundamental. Beyond this the best training, as indicated, is to be obtained through the recognized filing schools. Opportunities both for employment and advancement in the work are numerous; the demand for trained workers by far exceeds the supply.

CHAPTER XX

General Conclusions

In his essay entitled *On a Certain Blindness in Human Beings,* Professor William James makes clear that only as one participates actually and sympathetically in the experiences of others can he understand and realize those experiences. The detached individual and the unmoved onlooker remain blind to the real significance of things and of life about them. " The right way of seeing each other's work " requires the sympathetic entering into the occupational experience of others. The first essential is to do the work that others do. In other words, life must be lived to be known and interpreted.

He who would pursue a chosen task effectively must understand it intelligently in all its details, and be capable of interpreting it sympathetically to others. This he can do only if he has had occupational experience in the task. Therefore the would-be librarian

is taught cataloging, classification, binding, etc., at the library school, not because he will thereby become a cataloger, classifier or binder, but because only in that way can he gain full and definite understanding of certain fundamental elements in library activity. He is taught to use dictionaries, encyclopedias, and indexes so as to gain a sense of reality regarding the nature of the work and the materials employed in it. The development of this sense of reality is necessary to make the occupational activity concrete. Realizing the soundness of this educational principle, the schools teach the use of tools often elementary, but none the less necessary.

The apprentice-in-training, and the worker in the library trying to prepare himself for librarianship through practical experience, are too often forced to conform to the needs of the library in which they are employed. They do not always receive complete training; they do not get that rounded view of the work which is the prime need of the library executive. On the other hand, the schools are frequently criticized for the theo-

retical character of the training which they give, for their emphasis on technic over method, their comparative lack of appreciation of practical details, and the inexperience of their students. Whatever the view taken, however, it is certain that the best preparation for librarianship is to be attained through library experience superimposed on previous personal preparation, or library-school training.

Applied library science is yet in its experimental stage. There is on this account every opportunity for the man or woman possessed of initiative and resourcefulness to rise to a place of leadership in the profession. To the outsider librarianship, like every other profession, seems to be overcrowded and to offer little chance for development. Yet this is not the case. Poorly prepared and untrained persons and those of second-rate ability will naturally find it difficult to advance; this is the case in every profession. The clerical worker is never as well rewarded as is the able manager, nor does the common laborer receive as good a wage as the skilled worker.

Those without especial skill of any kind, without education, and without training are always the most plentiful; competition for subsistence is on that account greater among them, and because they are so many their earnings are in consequence low. This is the economic law and it is as true in library work as it is in business.

Salaries in the special libraries are at present considerably higher than those prevailing in public libraries. This is due to the more intensive training which they require, and the premium which business is always willing to place on ability and capacity. However, due in large measure to rising standards, the public libraries are finding themselves under the necessity of paying higher salaries than were formerly common.

Salaries for head librarians in public libraries range from $10,000 a year to about $1000. In business libraries head librarians receive from $10,000 to about $1500. In general, however, the better the educational equipment and training of the individual, the better is the salary offered. The New York

State Library School, for example, states that the average initial salaries received by graduates of the school were $1220 in 1918, $1341 in 1919, and $1733 in 1920. These salaries are for those who have completed the two-year course. Some of the students, however, leave after only one year of training. For such students the average initial salary in 1918 was $962, in 1919 it was $1080, and in 1920 it was $1444. In other words, the salary of the graduate was greater than that of the student who had completed only part of the course. The Acting Vice-Director of the school adds: "These figures emphasize the uniform experience of thirty years that the students who take the full course of two years receive appreciably larger initial salaries than are received by one-year students."

The demand for librarians and assistants has for many years been considerably greater than the supply; consequently a good many persons of indifferent aptitudes and of second-rate training have drifted into librarianship. This condition has tended to de-

press standards; naturally those institutions with fixed incomes and paying the least have suffered the most, in that they have been forced to accept mediocre workers. Other influences, however, are now operating that in time are certain to make it hard for any but well-trained persons to remain in the work. The movement for certification of librarians, whereby all but graduates of approved library schools, or those proving satisfactory experience in lieu thereof, will be required to take examinations set by a National Board of Certification, is indicative of the tendency in this direction. Certification has been approved by the Committee on Enlarged Program of the American Library Association. Furthermore, boards of trustees, business executives and those responsible for the management of libraries universally recognize the advantages which good education, sound training, and wide experience ensure, and prefer for executive positions in their libraries those offering the best qualifications, while librarians in their

turn are guided by similar considerations in selecting their assistants.

In librarianship, as in every other occupation, low salaries and poor chances of success are inevitable corollaries of inferior education, inadequate training, and unfitness. The most unwise step the individual can take is to try to save on his education. The cheapest education inevitably costs the dearest. Therefore the would-be librarian, even before he enters the library school or the apprentice class, should aim to lay for himself as thorough an educational foundation as he can. It will immeasurably facilitate his library school and training work; it will, on the one hand, simplify, and on the other enrich the meaning of whatever he learns. By giving him a wider educational and informational background it will enable him ultimately to render more efficient service, while at the same time it will make it possible for him to share in those joys and satisfactions which culture and success always bring.

It is impossible to specify to the last letter the qualities of which the man or woman

thinking of entering the library profession should be possessed. Nor is it pertinent to carry to the *n*th degree a description of the intellectual training which should be preliminary to library training. Obviously the better the training the greater the chance of success. The individual who sees in librarianship merely the opportunity to provide for his daily needs under suitable surroundings and in a congenial atmosphere, will merely earn a living and nothing more. The expert finds almost every way open to him. In librarianship as everywhere else the rule prevails, the greater the merit the greater the reward. Low compensation is too frequently the measure of low ability; the capable person not only can, but invariably does, command a good salary.

No person can hope for success in librarianship without adequate training. Whether the library school, the apprentice class, the specialized course, the summer school or individual preparation will best meet the needs of the student, no one but himself can determine. Fairly wide choice is possible,

and only close study of the catalogs and announcements issued can help in making a decision. The local librarian or the state library commission can always be appealed to for advice and will generally be glad to respond. Therefore, the would-be librarian should first determine whether he is fitted for library work, then decide the particular type of activity for which he wishes to prepare himself, and finally choose the means of training that will best meet his need. More advanced persons of superior education may find it possible, through diligent private study, under proper guidance to secure a working knowledge of the mechanics of librarianship. Whatever the method pursued, it should be remembered that the better the training the better the chances of success. To the well-trained person the door of opportunity is always open.

Some institutions make it possible to combine college and library-school training. Others are of the character of graduate schools and require graduation from a recognized university as requisite for admission.

A good education is naturally basic for intelligent work.

The librarian who possesses a fund of knowledge and can use this to supplement information in the library's collections, is obviously more capable of offering satisfactory service and, indeed, of making himself invaluable than one without such an intellectual background. The men or women who know are ever in demand; they do not have to wait for opportunity, they create it. But always preparedness is fundamental to efficient functioning.

He who is undertaking to equip himself for library work should temper his theoretical knowledge or training by practical experience in a library. This will give him greater insight into his life work. It will open the window of experience and enable him to see more correctly the relationship between the library and those whom it undertakes to serve. Theory and practice are the alphabet of effective work in a library as elsewhere. They are the solid ground upon which every skilled worker stands. Neither theory with-

out practice, nor practice without theory is of much avail. Without a knowledge of theory, practice is merely mechanical performance; it may be obedience to another's direction, to authority, accident or tradition. It does not rest on rational purpose, on conscious aim or choice of plan based on thoughtful weighing of all pros and cons. On the other hand, without practice, theory is knowledge untested by actuality. It lacks the concreteness and richness of meaning which experience gives. The best combination of both is to be desired.

As much preliminary educational training as can be afforded should be obtained. High-school graduation should be the absolute minimum. At least two years of college or university study should be aimed at; more should be obtained if possible. The college graduate invariably enters the school better qualified for efficient, intelligent work, and gains more from his training than a student less well equipped.

For efficient service, knowledge of and proficiency in other languages is almost a

necessity. In library work, as in commercial activity, the saying holds: "He who knows four languages is equal to four men."

It used to be said that "the librarian who reads is lost." The librarian who would be successful must, however, read; only he must follow the advice of Bacon, of some books merely to taste, others to read carefully and a few to digest thoroughly. Both caution and wisdom must guide in deciding the amount and character of the reading, for obviously he who reads so much as to interfere with his other duties is heading for difficulty. Very little, however, goes on in the world, the impulse of which is not shortly felt in the library. To keep up with the whole mass of print is impossible. Nevertheless, while the librarian may properly be expected to know everything about his own craft, he will at the same time find it advisable to be respectably informed on a great many topics.

A knowledge of the mechanics of librarianship, however, is fundamental to good work. Order and system must be second nature to the librarian, for library method and

technic are the means whereby he displays his skill. If he is a librarian in truth, everyone may assume that he knows how to use the tools of his trade. But librarianship, as has been indicated, is still in its experimental stage. On the one hand this means, for those possessed of initiative, originality and an inquiring spirit, an opportunity to rise quickly through meritorious endeavor. On the other hand, it requires, if one wishes to be progressive, continued knowledge of what is being done; the student should make it a habit, therefore, to read the library periodicals regularly. They are not many, but their perusal is worth while, and will keep him informed of what is going on. "Keep the windows of your mind open." There is so much to be known, and human capacity for knowledge is so small, that one cannot know too much.

The student should also bear in mind the counsel of Emerson: "Do not leave the sky out of your landscape." Much of library work is routine; there is on that account danger of getting into fixed habits of mind and

thought, of falling into a rut. Getting into a mental strait-jacket should be avoided. Contact with others at library clubs, at association meetings or national conferences, is one of the ways to this end; visits to other libraries, and observation of methods pursued, is another.

The success of any librarian depends then, first, on liberal education; second, on professional training, and third, on personal qualities such as good health, trained memory, enthusiasm, intelligence, executive ability, and interest. He who would succeed in library work has it in his power to assure his own success. Effective training for librarianship is the shortest and at the same time the easiest road toward it.

CHAPTER XXI

Suggested Further Reading on Training for Librarianship

The student considering librarianship as a life work, and wishing to secure further information regarding the character of the work and the training required for it, will do well to consult the reports of the annual conferences of the different associations of librarians, such as those of the American Library Association, the Special Libraries Association, the National Association of State Libraries, the American Association of Law Libraries and the Medical Library Association. The *Proceedings* of the National Education Association contain the addresses and reports made annually before the Library Department; these are concerned more particularly with school library work. The *Bulletin of the American Library Association* contains also reports of the following sections comprised within its membership: agricultural libraries section, catalog section, children's librarians sections, professional

training section, college and reference section, and trustees' section. Reports of the round tables of religious and theological libraries, hospital libraries, lending departments, public documents and training class teachers are also reported in the *Bulletin.*

Reference to the three leading library journals—*The Library Journal, Public Libraries,* and *Special Libraries*—will also be found helpful. These journals contain articles descriptive of practice and developments among libraries, and their regular perusal is advisable for the librarian as well as for the student in training. The library commissions of some of the states, notably Indiana, Iowa, Minnesota, Nebraska, New Hampshire, Vermont, and Wisconsin, issue bulletins which appear regularly and which contain interesting information about library work within these states. Reference to the annual reports of the larger public libraries will aid in giving an idea of their activities and the scope of the work. Some special libraries, like the Russell Sage Foundation library and the Engineering Societies' library, issue annual reports.

In general, the publications of the A. L. A Publishing Board, located at Chicago, Ill. the H. W. Wilson Co., New York, and th Boston Book Co., Boston, Mass., all special izing in library books, are of value. In addi tion, the following are suggested for furthe reading and reference. The list is suggestiv and not a complete reading list:

Bostwick, Arthur E. *The American Public Library.* D Appleton & Co., New York, 1917. 396 pp.

Cannons, Harry G. T. *Bibliography of Library Economy* Russell & Co., London 1910. 448 pp.

Brown, James D. *Manual of Library Economy.* Librar Supply Co., London, 1907. 422 pp.

Dana, John Cotton. *Addresses and Essays.* H. W. Wilso Co., New York, 1916. 299 pp.

Dana, John Cotton. *Modern American Library Economy as Illustrated by the Newark, N. J., Public Library* Parts 1–6. Elm Trec Press Co., Woodstock, Vt., 1908 1912.

Fay, Lucy E., and Anne T. Eaton. *Instruction in the Us of Books and Libraries.* Boston Book Co., Boston, 191 449 pp.

Hudders, E. R. *Indexing and Filing.* Ronald Press Co New York, 1916. 292 pp.

Kaiser, J. B. *Law, Legislative and Reference Librarie* Boston Book Co., Boston, 1914. 467 pp.

Legler, Henry E. *Library Ideals.* Open Court Publishin Co., Chicago, 1918. 78 pp.

Powell, Sophy H. *The Children's Library.* H. W. Wilso Co., New York, 1917. 460 pp.

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